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Vocabulary Development in English – Focus on Dyslexic Learners

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Zásady pro vypracování

Studentka se bude ve své diplomové práci zabývat výukou slovní zásoby, a to specificky u žáků s dyslexií. V teoretické části nejprve zasadí problematiku do širších souvislostí a vymezí základní pojmy a vztahy mezi nimi. Bude diskutovat rozvoj slovní zásoby v kontextu obecného cíle výuky anglického jazyka a relevantních kurikulárních dokumentů. Pozornost bude také věnovat tomu, jaké vzdělávací potřeby žáci s dyslexií mají a jak specifické poruchy učení, konkrétně dyslexie ovlivňuje procesy osvojování slovní zásoby a jaká kritéria by měly splňovat aktivity zaměřené na rozvoj slovní zásoby u žáků s dyslexií. V praktické části práce studentka nejprve prostřednictvím rozhovoru diagnostikuje potřeby konkrétních žáků s dyslexií v souvislosti s rozvojem slovní zásoby v angličtině. Poté pozorováním přímo v hodinách zjistí, zda aktivity zaměřené na rozvoj slovní zásoby používané učitelem odpovídají vydefinovaným kritériím a zjištěným potřebám žáků. Po každé hodině opět uskuteční rozhovor s danými žáky a zjistí jejich subjektivní percepce o vhodnosti použitých aktivit na rozvoj jejich slovní zásoby. Aktivity následně kriticky zhodnotí a navrhne odpovídající modifikace.

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ANNOTATION

This diploma thesis deals with vocabulary development in the English language, focusing on dyslexic pupils in a regular class at an elementary school. It is divided into theoretical and practical parts. The theoretical part deals with the education of pupils with specific learning difficulties in the Czech Republic, introduces types of specific learning difficulties, describes dyslexia, explores its causes, and describes its manifestations in English language learning. The last chapter of the theoretical part is devoted to vocabulary development in English from a linguistic point of view, and the difficulties students with dyslexia may face. Last but not least, the paper mentions several teaching approaches, methods, techniques, and principles that can be applied when working with dyslexic pupils. The practical part is carried out using qualitative research, which focuses on two dyslexic learners in the seventh grade. The analyses of vocabulary development activities observed in the lessons constitute the core of the practical part. Based on the analyses results, certain modifications of the activities, designed to provide learners with more opportunities to develop their vocabularies, are suggested.

KEY WORDS

Vocabulary development, English language teaching, Dyslexia, Specific Learning Difficulties

NÁZEV

Rozvoj slovní zásoby v anglickém jazyce – zaměřeno na žáky s dyslexií

ANOTACE

Tato diplomová práce se zabývá problematikou výuky slovní zásoby v anglickém jazyce, a to specificky u žáků s dyslexií v běžné třídě základní školy. Diplomová práce je rozdělena na teoretickou a praktickou část. Teoretická část se zabývá vzděláváním žáků se specifickými poruchami učení v České republice, představuje typy specifických poruch učení, popisuje dyslexii, zkoumá její příčiny a popisuje její projevy ve výuce anglického jazyka. Poslední kapitola teoretické části je věnována rozvoji slovní zásoby v angličtině nejen z lingvistického hlediska, ale také s ohledem na obtíže, se kterými se žáci s dyslexií mohou potýkat. V neposlední řadě práce zmiňuje několik výukových přístupů, metod, technik a zásad, které lze využít při práci se studenty s dyslexií. Praktická část je provedena pomocí kvalitativního výzkumu, který se zaměřuje na dva žáky s dyslexií v sedmé třídě. Jádro praktické části tvoří

rozbory aktivit zaměřených na rozvoj slovní zásoby, které byly pozorovány v hodinách. Na základě výsledků analýzy jsou navrženy určité úpravy aktivit, které mají žákům poskytnout více příležitostí k rozvoji slovní zásoby.

KLÍČOVÁ SLOVA

Rozvoj slovní zásoby, výuka angličtiny, dyslexie, specifické poruchy učení

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LIST OF ABBREVIATIONS

SLD – Specific Learning Difficulties

SEN – Special Educational Needs

FEP BE – Framework Educational Programme for Basic Education

IEP – Individual Education Plan

ELT – English Language Teaching

PPCC – Pedagogical-Psychological Counselling Centre

SEP – School Educational Programme

CEFR – Common European Framework of Reference for languages

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

DDAI – Davis Dyslexia Association International

CNS – Central Nervous System

FL – Foreign Language

TPR – Total Physical Response

VARC – Visual, Aural, Read/Write, Kinaesthetic

TESL – Teaching English as a Second Language

CC – Communicative Competence

IQ – Intelligence Quotient

INTRODUCTION

The thesis' topic "Vocabulary development in English – Focus on Dyslexic Learners" was chosen based on my interest because working with pupils with specific learning difficulties in English language classes requires a unique approach. Given the future profession of English language teacher, it is essential to be familiar with this issue, to know how to navigate it and to be able to create appropriate conditions for teaching pupils with special educational needs. Teaching foreign languages to pupils with SLD is a topical issue. I believe that the experience gained during the implementation of the research investigation will be helpful for my future practice.

This paper is divided into two main parts – the theoretical and the practical. The first chapter of the theoretical part examines the legal framework of the education of pupils with special educational needs (SEN), the framework educational programme for primary education, supportive measures for pupils with SEN, and individual education plan (IEP). While the second chapter is devoted to the types of SLDs, the third chapter focuses on characteristics and causes, manifestations of, and classification of dyslexia. Furthermore, the fourth chapter is devoted to dyslexia in English language teaching (ELT). And the last chapter of the theoretical part focuses on vocabulary development in ELT, as it is an essential aspect of language used in daily communication, taking into account the linguistic perspective and the viewpoint of difficulties that dyslexic learners may experience. The chapter also suggests techniques, strategies, and didactic aids for teaching vocabulary to dyslexic learners that might be appropriate for them.

The practical part is carried out using case study research, which focuses on two dyslexic learners in the seventh grade. The study's main aim is to determine whether the activities aimed at vocabulary development used in the English classes are appropriate for dyslexic learners, supporting their vocabulary development accordingly. Various data collection tools were employed in qualitative research, such as structured and semi-structured interviews and observations. The practical part tries to describe the learning styles and strategies of the selected learners and their preferences and difficulties caused by dyslexia in regular English classes. The activities aimed at vocabulary development used in the English classes are analysed based on criteria stated in the summary of the theoretical part and on the outcomes of the interviews and observations analyses. Possible modifications are then proposed.

THEORETICAL PART

1. Education of pupils with specific learning difficulties

1.1. Legislative framework for the education of pupils in the Czech Republic

In the Czech legal system, the right to education is enshrined in the Charter of Fundamental Rights and Freedoms, enacted in 19, Article 33. According to this document, every citizen has the right to education at primary and secondary schools or universities, while the law stipulates compulsory school attendance. Furthermore, the law defines the conditions for assistance to citizens in studying. It establishes the requirements under which it is possible to establish other than state schools (Poslanecká sněmovna parlamentu České Republiky 2021). Act No. 561/2004 Coll. regulates education in Pre-school, Basic, Secondary, Tertiary Professional and Other Education (Education Act), as amended (Zelinková 2006, 43; Slowík 2007, 37; Zelinková, Černá and Zitková 2020, 54; MŠMT 2021). The Education Act emphasises equal educational opportunities for all and respects the educational needs of individual pupils. Emphasis is also placed on access to education for children with special educational needs and the possibility of lifelong learning. The Education Act, regulating the whole education system in the Czech Republic, “defines pupils with SEN and individual target groups:

- pupils with intellectual, sensory, or physical disabilities;
- pupils with speech and language impairments;
- pupils with multiple disabilities;
- pupils with autism;
- pupils with specific learning and behavioural difficulties;
- chronically ill pupils;
- socially disadvantaged pupils.

It also focuses on the education of gifted and talented pupils” (European Agency for Special Needs and Inclusive Education 2020). Nevertheless, for this diploma thesis, pupils with special educational needs and specific learning difficulties such as dyslexia are the primary focus.

“The National Plan for the Promotion of Equal Opportunities for Persons with Disabilities 2015–2020 is one of the most important comprehensive national documents related to people with disabilities. It is based on the United Nations Convention on the Rights of Persons with

Disabilities. The National Plan contains the main aims, tasks, and principles for putting inclusion policy into practice regarding health, culture, social and educational policy” (European Agency for Special Needs and Inclusive Education 2020). Other vital strategic documents covering measures in the field of inclusive education are the Long-Term Plan of Education and Development of Educational Policy of the Czech Republic 2019–2023 and the Strategy of Educational Policy of the Czech Republic by 2030+. Based on the Long-Term Plan, each of the Czech Republic’s 14 regions is obliged to formulate its own Long-Term Regional Strategy on Development in Education (European Agency for Special Needs and Inclusive Education 2020). The strategy of Educational Policy of the Czech Republic by 2030+ is a document that defines the advantages of the further development of the educational system. The main objectives are to “focus education more on the acquisition of competencies needed for an active civic, professional and personal life” and “reduce inequalities in access to quality education and pave the way for the maximum development of the potential of children, pupils and students” (MŠMT 2021).

The Strategy of Educational Policy of the Czech Republic by 2030+ follows up the Action Plan for Inclusive Education for 2019-2020. According to NPI (2021), the main priorities of the Action Plan are to ensure more social pedagogues in schools, continuous professional development of teachers or better identification of obstacles in accessing education and learning.

Another crucial legislative document concerning the education of pupils with special educational needs, which follows on from the Education Act, is Decree No. 27/2016 on the teaching of pupils with special educational needs and gifted pupils. According to Decree, it is necessary to combine special pedagogical procedures and alternative methods during the education of pupils with special educational needs and talented pupils (Slowík 2007, 37; MŠMT 2021). Furthermore, there is a detailed overview and purpose of the supportive measures, compensatory and special didactic aids according to the division into five levels, including finances that a school can use (Slowík 2007, 37; Zelinková, Černá and Zitková 2020, 55).

About the education of pupils with SEN, it is necessary to mention the counselling system for children and pupils with special educational needs, which Decree 607/2020 Coll regulates, amending Decree No. 72/2005 Coll., on the provision of counselling services in schools and school counselling facilities (Poslanecká sněmovna parlamentu České Republiky 2021). According to Zelinková, Černá and Zitková (2020, 55), a pupil with a specific learning difficulty can be classified into the first three levels of supportive measures. It is possible to

educate a pupil with SEN through individual education plan (IEP), which the school makes based on the recommendation of the pedagogical-psychological counselling centre (PPCC). The above-mentioned legal regulations are also reflected in the currently valid Framework Educational Program for Basic Education.

1.2. Framework Educational Programme for Basic Education (FEP BE)

The FEP BE states the primary conditions for the successful education of pupils with SEN. Among the prior requirements belong ensuring the possibility to utilise all the recommended supportive measures and applying the principle of differentiation and individualisation in teaching, which is in line with the current approach to the education of pupils in primary schools – the so-called inclusion (MŠMT 2017; Zelinková, Černá and Zitková 2020, 55). Inclusion is a more general approach to education. The main objective is not to single out pupils with special needs but to integrate them into mainstream education and mainstream schools.

Framework Educational Programmes: “are based on a new education strategy, stressing key competencies, their interlinking with educational contents and the application of acquired knowledge and skills in practical life; build on the concept of life-long learning; formulate the expected level of education that should have been attained by all students who have completed the educational stage in question, and promote the educational autonomy of schools as well as teachers’ professional responsibility for the outcomes of the educational process” (MŠMT 2021). Regarding the principles of the FEP BE, Framework Educational programme for primary education:

- “delimits all that is common to and necessary within the compulsory primary education system;
- specifies the level of key competencies that the pupils should have attained when finishing their basic education;
- specifies the educational content – the expected outcomes and curriculum;
- integrates cross-curricular subjects with distinctly formative functions that should be included as a mandatory component of basic education;
- promotes a comprehensive approach to the implementation of the educational content, including the possibility of its interlinking as appropriate, and presumes choice from a variety of teaching procedures, different methods, and formats of teaching suiting individual pupils’ needs;

- allows for the educational content to be modified so as to suit the needs of pupils with special educational needs” (MŠMT 2021).

Based on the FEP BE, every school creates its own School Educational Programme (SEP). According to Šimoník (2005, 11), primary education is currently the only compulsory educational phase that forms the basis for lifelong learning for the entire population. Furthermore, basic education is divided into two stages – primary and lower secondary education. Each stage has its own educational goals, methods, and strategies specific to it.

Key competencies that are anchored in the FEP BE “represent the system of knowledge, skills, abilities, attitudes, and values that are important to the individual’s personal development and to the individual’s role in society. The selection and concept of key competencies are based on values that are generally accepted by society and on generally shared ideas as to which competencies of the individual contribute to his or her education, welfare, and success in life and to a strengthening of the functions of civil society” (NÚV 2017, 10). “Key competencies are not isolated phenomena, they are mutually linked and intertwined, multifunctional, have an interdisciplinary nature and can only be acquired as a result of a comprehensive education process. Therefore, their forming, shaping and development must be the ultimate aim of the entire educational content and of all of the activities taking place at school” (NÚV 2017, 10). At the primary education stage, the competencies regarded as key are learning, problem-solving, communicative, social and personal, civil, and working competencies (NÚV 2017, 10).

The content of education is divided into nine educational areas in the FEP BE:

1. Language and communication through language (Czech language and literature, foreign language)
2. Mathematics and its application
3. Information and communication technologies
4. Humans and their world
5. Humans and society (history, civil education)
6. Humans and nature (physics, chemistry, natural sciences, geography)
7. Arts and culture (music, fine arts)
8. Humans and health (health education, physical education)
9. Humans and the world of work (NÚV 2017, 14-104).

For the needs of this thesis, the most crucial educational area is language and language communication, especially foreign language (English). The objective of language teaching is

to support the development of communicative competencies. “Foreign language skills help reduce language barriers and increase the individual’s mobility in their personal lives and during their future educational and career paths. They allow pupils to learn about the different lifestyles and cultural traditions of people in foreign countries” (MŠMT 2021). “The requirements for foreign language education set out in the FEP BE, are based on the Common European Framework of Reference for Languages, which describes the various levels of language proficiency. Education in the educational field of Foreign Language leads to the acquisition of the A2 level” (MŠMT 2021). According to CEFR (2001), basic users on the A2 level can “understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment).” Basic user can “communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters,” and “describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need” (CEFR 2001).

1.3. Supportive measures for pupils with SENs in elementary school

Following the Education Act, we use the term children and pupils with special educational needs to educate individuals who need to be provided with supportive measures to fulfil their educational opportunities or exercise their rights on an equal basis with others. According to organisational, pedagogical, and financial complexity, supportive measures are divided into five levels; different types or levels of supportive measures can be combined. Their application is governed by Decree No. 27/2016 Coll. on the education of pupils with special educational needs and gifted pupils (Slowík 2007, 37; NÚV 2021).

MŠMT (2022) introduces the supportive measures in special education: “special methods, forms, and approaches; special textbooks; didactic materials; compensation aids; rehabilitation aids; the inclusion of subjects of special educational care; reduced number of pupils in the class, section, study group; the services of a teacher assistant; other possible adjustments according to the IEP;” and “the provision of pedagogical-psychological services.”

1.4. Individual Education Plan (IEP)

As previously mentioned, the IEP is made by the school based on the recommendation of the PPCC. Zelinková (2005, 172) and Slowík (2007, 37-38) remark that the IEP is created based

on cooperation between the teacher, the re-education worker, school management, the pupils and their parents and the PPCC counsellor. The IEP provides the basis for individual teaching and assessment and enables a pupil to operate and perform according to his or her abilities at a personal pace and without stressful comparison to classmates (Zelinková 2001, 172; 2006, 54). However, Zelinková, Černá and Zitková (2020, 56) claim that in practice, it is only a formal document by which the school and parents are legally covered. They propose that IEP should result from open mutual communication and cooperation between the teacher, the child, and his/her parents to meet the pupil's specific needs. Consequently, the pupil takes an active part in the plan preparation and thus takes responsibility for the results of re-education (Zelinková 2001, 172). Moreover, Zelinková, Černá and Zitková (2020, 57) state that the modified requirements for the pupil should be reflected in the IEP in terms of correspondence to particular possibilities and needs and what is manageable for them. It is possible to agree with the pupil (and parents) on:

- the content layout of the curriculum (adjustments in the objectives and expected outcomes);
- curriculum schedule (taking into account the amount of time the pupil needs for his or her learning);
- suitable teaching methods and organisational forms of teaching;
- the use of special didactic aids;
- the forms of continuous and final examinations (taking into account the time and content adjustments);
- suitable forms of assessments that will not stress nor frustrate the child.

2. Specific Learning Difficulties (SLD)

Any student may experience various difficulties when learning at one time or another during his/her school life. That is why it is essential to determine the term 'learning difficulties' as it has a very general meaning. For instance, "children with physical handicaps or sensory difficulties are described as having learning difficulties, as are those in delicate health or emotional/behavioural difficulties. Any individual child who experiences these difficulties could be quite competent at general learning and be very able at reading, writing, spelling and number work" (Doyle 2005, 84). Therefore, for this thesis, the term 'learning difficulties' refers to "any difficulty of such a nature that the child requires something more than, or different from the majority of other children of the same age in order to benefit from the education process" (Doyle 2005, 84).

Irregularities in development, difficulties, or peculiarities, such as the difficulty of expression, problems with maintaining attention, impulsive behaviour, or clumsiness that we observe in children's behaviour, fall under the name of mild cerebral dysfunction or specific learning and behavioural difficulties. Moreover, in most cases, specific learning difficulties are related to manifestations of, for instance, ADD (attention deficit disorder) or ADHD (attention deficit hyperactivity disorder), as impaired attention affects the acquisition of basic skills at school (Zelinková 2006, 30; Slowik 2007, 134). The term – specific developmental learning disabilities (or difficulties) – is a collective term used for the disorders mentioned in the following subchapter. This term includes a heterogeneous group of difficulties that manifest in acquiring and using speech, reading, writing, listening, and mathematics. These difficulties are individual and arise from dysfunctions of the central nervous system. Learning difficulties are not only the subject of research in the pedagogical and psychological sciences but also in the medical sciences (Zelinková 2003, 10). Specific developmental learning disabilities adversely affect the educational process and personal development of the individual, and they negatively affect the development of intellectual and cognitive functions (Šauerová, Špačková and Nechlebová 2012, 21). Therefore, we must pay increased attention to these functions and consciously develop them with appropriate methods and techniques.

2.1. Types of Specific Learning Difficulties

Among the basic types of SLD Krejčová, Bodnárová, Šemberová and Balharová (2018, 6) include dyslexia, dysgraphia, dysorthography and dyscalculia, Zelinková (2003, 9) adds dyspraxia and dysmusia, and Slowík (2007, 129) adds dyspinxia:

1. **Dyslexia** – an impairment of the acquisition of reading skills
2. **Dysgraphia** – a writing impairment
3. **Dysortography** – an impairment of spelling acquisition
4. **Dyscalculia** – an impairment of the acquisition of mathematical skills
5. **Dyspraxia** – an impairment of the acquisition, planning, and execution of volitional movements
6. **Dysmusia** – an impairment of the acquisition of musical skills
7. **Dyspinxia** – a drawing impairment, difficulty combining colours, etc.

A common feature of all these SLDs is the prefix dys- (meaning abnormality, deformation, or imperfection), which is attached to the word base taken from the Greek designation of activities that are affected and at the same time, i distinguish specific difficulties from non-specific difficulties. Specific learning difficulties do not include slow acquisition of reading, writing, and counting (for example, in children with developmental immaturity, children with intelligence on the verge of mental retardation, children with sensory impairments, educationally neglected children or children insufficiently motivated to work at school).

Due to the use of the term SLD, the relationship between individual types of learning disabilities is evident here, as the disorders mentioned above do not manifest themselves only in the area where the defect is most pronounced. On the contrary, they have several common manifestations, claims Zelinková (2003, 10). A child can be diagnosed with more than one of these disorders. Dyslexia usually does not occur alone but is often associated with dysorthography and dysgraphia. The more severe the disorder, the more often other disorders are associated. Bartoňová (2007, 10) confirms this statement and draws attention to the fact that we rarely encounter individuals who suffer from only one of these disorders. Zelinková, Černá and Zitková (2020, 11) also point out this fact and state that dysorthography and dysgraphia are also included under dyslexia because in most cases, they occur together. However, it is also essential not to confuse the learning process of specific skills and making mistakes with a

learning disability. Whether a child suffers from a learning disability will be decided by experts (usually a psychologist, doctors, pedagogues) after a comprehensive examination in pedagogical-psychological counselling centres or special pedagogical centres.

3. Dyslexia

3.1. Characteristics and Causes of Dyslexia

Definitions of dyslexia are many and varied. The word dyslexia comes from the Greek words ‘dys’, which means difficult, painful, or abnormal, and ‘lexicos’, which means the words of a language. Hence, dyslexia means ‘a *difficulty with words*’ and refers to written words (reading, writing, and spelling) instead of spoken words (Doyle 2005, 82; Slowík 2007, 128). “It can be appreciated from this that dyslexia is merely a description of a child’s difficulties and can in no way be taken as an explanation of what those difficulties are or indeed anything else about them” (Doyle 2005, 82). Zelinková (2003, 9) states that dyslexia or the disorder of reading skills, is one of the most well-known learning difficulties, as it affects the child’s success in the school environment. Fisher and Škoda (2008, 112) similarly state that it is the most common learning disorder and that up to 95% of children with learning difficulties have dyslexia.

The first form of specific learning disorder, according to Matějček (1995, 11), was dyslexia which was described by the German physician Dr Kussmaul in 1878. This physician described a man who was unable to learn to read despite having average intelligence and having achieved corresponding education. Dr Kussmaul described the problem as ‘word blindness.’ Davis Dyslexia Association International – DDAI (2021) explains that “Word blindness is an old-fashioned term used to mean that a person is unable to recognise and understand words that he sees.”

Nine years later, another German physician named the disorder dyslexia. In the United Kingdom, the first reports of learning disabilities also covered adults with reading difficulties. Later, in 1895, Dr James Hinshelwood, a Scottish eye surgeon, called the case ‘verbal blindness.’ Both doctors examined the disorder’s origin in heredity and brain tissue damage (Matějček 1995, 11).

In the 1960s, Otakar Kučera and his research team addressed the causes of dyslexia. He studied a group of dyslexic pupils at the Children's Psychiatric Hospital in Dolní Počernice. He then divided the people with dyslexia into four primary groups:

1. **Encephalopathic group** – this group included children with minor brain damage (almost 50% of children).
2. **Hereditary group** – the cause of dyslexia is genetic, i.e., hereditary (20% of children).
3. **Hereditary-encephalopathic group** – the cause of dyslexia is due to both heredity and minor brain disorder (15% of children).
4. **Neurotic / unclear group** – the remaining 15% of children (Zelinková 2003, 19; Šauerová, Špačková and Nechlebová 2012, 15).

These causes are considered vital, but there are others. For example, dyslexia can be caused by a disorder of the maturation process or the adverse effects of the school or family environment on individuals. Matějček (2006, 11) states that the cause of dyslexia may be genetically determined and may also be influenced by the external environment. It is usually an interaction of partial factors, hereditary dispositions, and external influences. Thus, in some cases, dyslexia might be partly due to inheritance and partly due to external factors. Similarly, Zelinková, Černá and Zitková (2020, 10) agree that heredity contributes to the development of the disorder in approximately 40-50% of cases. If one or both parents have dyslexia, their child will likely have similar problems. Boys are about five times more likely to suffer from dyslexia if one of their parents has the disorder, while girls are four times more likely. At the same time, it is a positive fact that parents who have struggled and still face difficulties are better able to help and understand their children.

3.2. Manifestations of Dyslexia

Deviations manifest dyslexia in the central nervous system (CNS) function, and these abnormalities are exerted by various combinations of impairment in perception, speech, memory, attention control, motor skills, etc. Thus, dyslexia manifests itself differently in specific cases. According to Zelinková (2003, 22), the brain of an individual with dyslexia differs in structure and function from the brain of an individual without this disorder. Therefore, the brain's structure changes are reflected in different ways of learning. These changes are formed in the brains of dyslexics before childbirth. Other deviations arise during the period of

embryonic development – the period when genetic factors play an essential role in the development of an individual (Matějček 1995, 48). Much research finds that the dyslexic brain works differently in reading and other activities (Zelinková 2003, 23). Scientists studying the functions of dyslexics' brains found out that dyslexic people use different neural pathways than non-dyslexics. The research showed “an intriguing inverse relationship between reading ability and cerebral blood flow patterns” (DDAI 2022). Non-dyslexic subjects showed more robust activation of the left hemispheric reading systems, corresponding to better reading skills. “For dyslexic subjects, the opposite was true: the stronger the left-hemispheric pattern, the poorer the reader. In contrast, increased reading skill for dyslexics was correlated with greater reliance on the right hemispheric systems” (DDAI 2022). Similarly, Daloiso (2017, 46) claims that some studies have suggested that dyslexic pupils use the right hemisphere more than the left one; therefore, they tend to think globally, visually, and creatively.

Accordingly, dyslexia is a developmental disorder of reading – a dyslexic individual cannot learn to read, even though having an average or reasonable level of intelligence (with regard to the curriculum) and receiving the usual teaching guidance. Pupils with dyslexia have a reduced ability to learn to read (often to write, too) and thus understand the text and interpret the written words. As a result, the student's personality is also affected – the inability to learn to read and acquire knowledge can cause failure in other subjects learnt at school (Pumfrey and Reason 1991, 70-72). Based on the many years of experience with pupils and students who have dyslexia, Zelinková, Černá and Zitková (2020, 24) and Zelinková (2006, 31-32) state that low self-esteem and secondary behavioural disorders are often a significant cause of failure.

Dyslexia, primarily a language disorder, involves “difficulties with hearing and confusing sounds within words, isolating and manipulating sounds within words, retrieving the pronunciation of letters and groups of letters quickly, relative lack of awareness of the syntax and the morphology of the language, problems with verbal working memory, and often less developed vocabulary skills and sometimes word finding difficulties” (Reid and Peer 2016, 137.) A pupil suffering from dyslexia reads very slowly and awkwardly, often shuffles letters in words, confuses mirror-like letters (b d p m n a o e). According to Slowík (2007, 127), dyslexia is a specific developmental reading disorder in which an individual encounters a problem in recognising and remembering individual letters, especially in distinguishing letters of similar shape. Furthermore, dyslexic learners have difficulty with reading speed, reading accuracy and comprehension of the read text; often, there is the so-called double reading (silent reading of words before they are pronounced). Similarly, Zelinková, Černá and Zitková (2020,

12) summarise the manifestations of dyslexia and claim that it is a specific reading disorder when the basic features of reading performance, i.e., speed, accuracy, reading technique and comprehension, are disturbed in different intensity and different combinations. Overall, dyslexia is primarily a speech impairment – it concerns the speech and its understanding, which includes phonology, morphology, semantics, syntax, and pragmatics (Krejčová 2018, 11; Zelinková, Černá and Zitková 2020, 16).

3.3. Classification

Insomuch as the individual disorders are not homogeneous, we can distinguish dyslexia, for example, phonemic (impaired ability to master the phonetic system of language), optical (impaired visual and spatial analysis), agrammatic (difficulties in learning grammatical forms) or semantic (difficulties in understanding the meaning of the read text; Slowík 2007, 128). Moreover, DDAI (2022) differentiates between dysphonetic and dyseidetic dyslexia. “The person labelled ‘dysphonetic’ has difficulty connecting sounds to symbols and might have a hard time sounding out words, and spelling mistakes would show a feeble grasp of phonics. This is also sometimes called ‘auditory’ dyslexia because it relates to the way the person processes the sounds of language” (DDAI 2022). On the other hand, the ‘dyseidetic’ individual “generally has a good grasp of phonetic concepts but great difficulty with whole word recognition and spelling. This type of dyslexia may also be labelled as ‘surface,’ ‘visual,’ or ‘orthographic’ ” (DDAI 2022). These classifications are, of course, not the only ones. For example, Zelinková (2006, 26-27) proposes a similar classification to describe difficulties on various levels of a language.

4. Dyslexia and English Language Teaching

As already mentioned above, dyslexia, the specific reading disorder affecting reading performance, impairs the speed of reading, accuracy, reading technique, and comprehension of the read text significantly. Sometimes the pupil riddles and spells letters, syllabifies disproportionately long, or, conversely, reads hastily or fabricates words. Therefore, it is challenging to determine which foreign language is more suitable, acceptable, and easier to manage for students diagnosed with dyslexia. Teaching a foreign language is a complex problem to solve in searching for optimal ways of educating individuals with dyslexia. It follows from the logic that a pupil who has difficulty learning his/her mother tongue will have much more severe learning problems, such as in learning English (Zelinková 2003, 161).

Concerning the English language, Matějček (1995, 56) states that the English language is entirely unsuitable for children with dyslexia, as each word the student has to learn twice – both in written and spoken form. Compared to other languages, particularly the English language provides a fertile ground for errors made by dyslexic learners. The English written form, which used to be phonetic, has hardly changed over the centuries, unlike the spoken language. So, the spoken language sounds differently today and is generally different from the original and today's written form.

4.1. Manifestations of difficulties in learning a foreign language

Generally speaking, teaching a foreign language using conventional methods is inappropriate for children with dyslexia. As “dyslexic individuals have visual and auditory processing difficulties,” they have “difficulty in acquiring literacy skills using the ‘conventional’ teaching methods” (Reid and Peer 2016, 191). Sometimes children cannot achieve even partial success, and thus they gain a negative approach to both foreign language learning and the language itself. This may lead to foreign language illiteracy in adulthood, which might affect the child's future professional life.

The leading cause of language processing difficulties is the struggle to recognise and use language patterns in a new language. “Even when dyslexic individuals have good intellectual ability, they may not be able to notice similarities and differences between:

1. print symbols and their related pronunciations (phonological-orthographic processing);

2. grammatical and syntactical structures in the FL compared to their native language (syntactic-grammatical processing);
3. vocabulary and word formation patterns in the FL compared to their native language (semantic processing”; Schneider and Crombie 2003, 6).

According to Zelinková (2003, 161-165) and Zelinková, Černá and Zitková (2020, 12-15), the manifestations of difficulties in learning a foreign language are similar to those in learning to read and write in one’s mother tongue. When reading, the swaps of the letters *b-d-p*, *m-w* and others persist, and the rearrangement of the letters *the-hte*, *der-dre* appears. The cause is usually underdeveloped visual perception, an unacquired link between the sound and the letter (decoding). However, if an individual manages to read the text, he or she is almost sure to miss the understanding. There are similar errors in the written form as in the Czech language, for example, swapping of letters (*from-form*), omission of letters (*mother-moth*), omission of short words, phonetic writing (*train-trejn*) and because the student does not distinguish sounds well, some words seem to be the same to him/her. The student’s written expression can also be affected by dysgraphia – or the so-called writing disorder. As far as speech is concerned, shortcomings and limitations in acquiring the mother tongue lead to grammar errors in the foreign language. As a result, dyslexic students may have difficulties understanding given instructions and navigating themselves in lessons, and they, generally speaking, cannot process information well. This results in the loss of attention in class, followed by the loss of interest in learning the language, leading to significantly worse results and grades at school. Ott (1997, 28) and Zelinková (2006, 22-25) introduce other difficulties that a child with dyslexia may have when learning English. Those are, for example, problems with articulation (followed by problems with pronunciation of English words), difficulties with orientation in the text, already mentioned problems with motor skills (dysgraphia), problems with memory, poor use of syntax, problems with automation/internalisation (the pupil learns something for one hour but starts the next lesson again), or attention problems.

4.2. Teaching English to children with dyslexia

When teaching a dyslexic child, it is necessary to apply different approaches, strategies, and techniques, which can be challenging for teachers, especially if the class is heterogeneous in terms of the English language level. That each student is unique is a generally well-known fact. The same goes for students who have dyslexia. Pupils’ uniqueness is reflected not only in their needs and abilities but also in their interests and different learning styles.

Pupils with dyslexia are pigeonholed under a single diagnosis, but this does not mean they have the same manifestations and need the same approach to their education. On the contrary, a teacher should take a sensitive and individual approach to each pupil. If the teachers only rigidly apply the general recommendations regarding dyslexia without getting to know the pupil, they can hinder the pupil's learning (Zelinková, Černá and Zitková 2020, 63; Doyle 2005, 84). The authors also state that methods based on a constructivist approach to learning and a learner-centred approach to teaching contribute to an individual approach, which is crucial for pupils with dyslexia. Thanks to these approaches, the student learns at a pace that suits him/her best and especially learns new things himself/herself. That leads to understanding and longer-lasting memorisation of the given problematics and the feeling of success, which is very important in learning. The feeling of success affects the student's overall motivation for further learning (Zelinková, Černá and Zitková 2020, 64).

On the contrary, among typical activities that often occur in English language teaching, Daloiso (2017, 42) includes "reading aloud, taking dictation, copying from the board, taking notes, reading and summarising, answering an oral question promptly, improvising dialogues and conversation, performing monologues, memorising a list of words out of context." Due to the previously mentioned facts in this thesis, these activities represent a burden for students with dyslexia. They are often unable to cope with these tasks because they have impaired certain cognitive functions, such as problems with memory, reading or writing, or problems with the comprehension of a text. The authors Turner and Pughe (2003, 59-60), in agreement, point out these activities as inappropriate for dyslexics.

Sparks and Miller (2000, 127), Zelinková (2003, 167; 2006, 78-79), Reid (2005, 44), and Zelinková, Černá and Zitková (2020, 39) cite multi-sensory approach to teaching dyslexic pupils as a more appropriate approach to teaching English. This approach to teaching combines sight, hearing, touch, and kinaesthetic perception and allows the student to use the channel that is best developed to deliver information. So, the motto of the multi-sensory approach is: 'Listen, look, say, write and show' (Metodický portál RVP.CZ 2005). The student should have the opportunity to speak as much as possible and repeat words or phrases related to the actual situation. It is advisable to see the words written and, if possible, to represent their content or meaning by movement. The more senses involved, the greater the student's chance to learn and memorise new knowledge. The Total Physical Response (TPR) is an excellent example of a method used in English language teaching and reflects a multi-sensory approach. The TPR, developed by James Asher to aid in learning a foreign language, is "based on the theory that

memory is enhanced through association with physical movement. It has been known that people with intellectual disability have more difficulty with memory storage” (Mohammadian and Dolatabadi 2016, 93). This method of teaching language or vocabulary concepts by using physical movement reacts to verbal input. TPR coordinates speech with action – in the TPR method classroom, students respond to commands that require physical movement. The process mimics how infants playfully learn their first language, thus, reducing student inhibitions and lowering stress. The action is linked to the trace theory of memory, which holds that the more often or intensively a memory connection is traced, the stronger memory will be (Bahtiar 2017, 11).

Another suitable approach is the communicative approach (Zelinková 2006, 81; Zelinková, Černá and Zitková 2020, 82). The main goal of this approach is the ability to communicate in everyday situations. The individual perceives the speaker, understands the message, expresses his/her needs, thoughts, and actively participates in the lesson. Therefore, it is not necessary to try to achieve precision in teaching grammar or to create complex sentences. The most important thing is to teach the child to understand, answer and express his/her thoughts, even at the cost of simple sentences. In addition to understanding based on knowledge of words and phrases, the aim is also to teach students to conceive the content of the message based on the context and anticipate what the speaker might want to say.

Subsequently, Zelinková (2003, 167-168; 2006, 81-82) presents a structured procedure and a sequential approach. The structured procedure involves the global reading of whole words, i.e., the acquisition of new words in connection with a picture or situation, or words that have the same or similar graphic structure, i.e., they differ in the first consonant/syllable, words that rhyme, related words, or words containing the same sounds. As far as the sequential approach is concerned, the teacher should proceed from a simpler to a more demanding content of the curriculum by combining new elements of the curriculum with the acquired curriculum and incorporating new knowledge into existing structures. Regular repetition is also recommended as it leads to automatization and internalization (Zelinková 2003, 167; 2006, 82; Zelinková, Černá and Zitková 2020, 39). In an inclusive classroom, the teacher might introduce a variety of accommodations such as "simplifying written directions, highlighting essential information, providing additional practice activities, blocking out unnecessary stimuli, using applicable assistive technology, repeating directions, maintaining consistent daily routines, using step-by-step instructions, and combining verbal and visual information” (The Dyslexia Resource 2020).

Furthermore, the child's individuality needs to be respected – it is necessary to respect the conclusions and recommendations of the professional pedagogical-psychological counselling centre and adapt the style of teaching to each dyslexic student individually. Procedures and techniques appropriate for one pupil may be entirely inappropriate for a pupil with the same diagnosis. And last but not least, it is also essential to take into consideration the pupil's learning style – each child prefers a different learning style (reading words, copying, pronouncing aloud, colour drawing, etc.), they are comfortable with conversation, learning based on repetition in different situations, use of grammar overviews, etc. (Zelinková 2003 168; 2006, 82-84).

Janíková (2004, 27-28) introduces additional principles appropriate for dyslexic learners:

- active communicativeness, which serves to communicate meaningful content,
- priority of speech practice over theory,
- grammar as a means, not a goal,
- pupils' activation,
- conducting lessons in a foreign language,
- shifting the focus of the learning process to the topics that pupils are interested in, which helps them to orient themselves in the world around them and to develop their personality,
- taking into account non-linguistic knowledge, such as cultural knowledge,
- prioritising listening and speaking over writing and reading.

Given all the approaches, procedures, and techniques above, the teacher can choose various techniques based on suitable approaches for the learner in today's post-method era. This approach is called principled eclecticism, and it is a blending of methods into the teacher's own method – with regard to the teaching style, learners' needs, and knowledge of various approaches, methods, and techniques (Zelinková, Černá and Zitková 2020, 63; Richards and Rodgers 2014, 352). This approach to teaching seems to be the most suitable for dyslexic learners, as it enables the teacher to select the most appropriate techniques and thus, apply the individual approach and focus on learners' needs, their learning styles and strategies, and their strengths and weaknesses in English language learning. In principle, therefore, the main rule applies – to involve as many senses as possible in learning, approach pupils with dyslexia individually when assigning a task, and always make sure that the pupil understands the assignment and knows what to do.

4.3. Learning styles and strategies

As mentioned, pupils vary in many aspects, which is also true of their learning styles. “Language learning styles and strategies are among the main factors that help determine how – and how well – our students learn a second or foreign language” (Oxford 2022, 1). Learning styles and strategies have been variously described and defined – ‘Styles’ is a more general term. Still, it can be concluded that learning style relates to an individual’s approach or preferred way of assimilating, absorbing, processing, and retaining new information and skills (Kinsella 1995, 171; Doyle 2005, 77; Zelinková 2006, 72; Wong and Nunan 2011, 145; Oxford 2022, 1). On the other hand, learning strategies can be defined as “specific behaviours or thoughts that learners use to enhance their language learning” (Oxford 2022, 1) or specific ways that learners opt to deal with language tasks in particular contexts (Cohen 2003, 280; Zelinková 2006, 75-76; Wong and Nunan 2011, 146). It is also believed that “learners who have developed skills in learning-how-to-learn will be better able to exploit classroom learning opportunities effectively and will be more adequately equipped to continue with language learning outside of the classroom” (Wong and Nunan 2011, 144).

As far as learning styles are concerned, Klement (2014, 385) claims that “the majority of authors have agreed at least on the fact that the basis of individual learning styles is the most probably hereditary, but can be changed during the life intentionally and inadvertently due to new experiences.” The four main learning styles are represented in the VARK classification to reflect the multi-sensory approach to teaching English. VARK is an acronym for Visual, Aural, Read / Write, and Kinaesthetic learning styles. The Visual learning style, thus visually nonverbal, means that a pupil with this preference learns best when the curriculum is prepared in visual forms such as pictures, graphs, charts, diagrams, maps, and photographs. Aural, an auditory learning style, means that a pupil with this learning style prefers to listen and speak before reading or writing. R, which stands for Read / Write, is a visual-verbal learning style. A pupil with this preference can best learn by reading textbooks or writing notes down. And lastly, the Kinaesthetic learning style means that a pupil with this learning style prefers to learn by doing something with the teaching materials or manipulating them, or the pupil prefers to move while learning (Klement 2014, 384-387; Zelinková, Černá and Zitková 2020, 67, 76). Wong and Nunan (2011, 146) remark that learners need to identify their preferred learning styles, recognise their strengths, and expand and exploit their full learning potential.

In contrast with learning styles, learning strategies are practices or procedures that can be learned, and we can, therefore, take control over our learning (Celce-Murcia, Brinton, and Snow

2014, 533; Zelinková, Černá and Zitková 2020, 67). “Language Learning Strategies have been classified by many scholars (Wenden and Rubin 1987; O’Malley et al. 1985; Oxford 1990; Stern 1992; Ellis 1994, etc.). However, most of these attempts to classify language learning strategies reflect more or less the same categorisations of language learning strategies without any radical changes” (The Internet TESL Journal 2022). There are four types of learning strategies contributing directly to the development of the language system constructed by the learner: cognitive learning strategies, meta-cognitive learning strategies (The Internet TESL Journal 2022), affective learning strategies (Celce-Murcia, Brinton, and Snow 2014, 533; Zelinková, Černá and Zitková 2020, 67), and social learning strategies (Cohen 2003, 280). “The language learning strategy repertoire includes cognitive strategies for memorising and manipulating target language structures, meta-cognitive strategies for managing and supervising their strategy use, affective strategies for gauging their emotional reactions to learning and lower anxieties, and social strategies for enhancing learning, such as cooperating with other learners and seeking opportunities to interact with native speakers” (Cohen 2003, 280).

Cognitive learning strategies include “clarification/verification, guessing/inductive inferencing, deductive reasoning, practice (e.g., repetition, rehearsal, experimentation, application of rules, imitation, attention to detail), memorisation, and monitoring” (Liu 2010, 101). For instance, it means finding the appropriate ways of memorising new vocabulary in practice.

Meta-cognitive strategies involve “various processes such as planning, prioritising, setting goals, and self-management” (Liu 2010, 101). That is a process of pupil’s planning or preparation for learning from the content, time, and objectives point of view (Zelinková, Černá and Zitková 2020, 67) for managing the learning process overall (Oxford 2003, 12). Dyslexic pupils need to develop their meta-cognitive learning strategies to perceive ‘how to learn’ rather than ‘what to learn’ (Zelinková 2006, 76) and to reflect on their learning (Zelinková, Černá and Zitková 2020, 76).

Among affective learning strategies belongs, for example, identifying one’s mood and anxiety level, talking about feelings, rewarding oneself for good performance, using deep breathing or positive self-talk (Oxford 2003, 14; Zelinková, Černá and Zitková 2020, 67-68).

Oxford (2003, 14) names examples of social learning strategies such as “asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social

norms” that help the learner work with others and understand the target culture as well as the language. Even though learners engage in those activities and are exposed to the target language, affective learning strategies indirectly contribute to the learning since they do not lead to obtaining, storing, retrieving, and using language (Wenden and Rubin 1987, 23-27). Overall, if the learner knows the preferred learning style, he/she can search for optimal learning strategies that fit him/her the most (Zelinková, Černá and Zitková 2020, 67).

5. Vocabulary Development

Cambridge Dictionary (2022) defines the term vocabulary as “all the words known and used by a particular person” or “all the words that exist in a particular language or subject.” Vocabulary is essential in effective communication so that for students who have a wide range of vocabulary is easier to understand others and express their ideas. Wilkins (1972, 110-111) wrote that “while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.” This statement implies why it is important to learn vocabulary.

Nation (2001, 39) distinguishes receptive and productive knowledge of vocabulary. “Receptive knowledge exceeds productive knowledge and generally – but not always – precedes it. That is, we understand more words than we utter, and we usually understand them *before* we are capable of uttering them” (Thornbury 2002, 15). Thus, to be able to use words in communication appropriately, we need to learn and know how to use them. Nation (2001, 39) claims that “at the most general level, knowing a word involves form, meaning and use.” Figure 1. covers all the aspects of what is involved in knowing a word. The table was adapted from Nation (2001, 40-41).

ASPECT	COMPONENT	RECEPTIVE KNOWLEDGE	PRODUCTIVE KNOWLEDGE
FORM	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
MEANING	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make us think of?	What other words could people use instead of this one?
USE	Grammatical functions	In what patterns does the word occur?	In what patterns must we use this word?
	Collocations	What words or types of words occur with this one?	What words or types of words must we use with this one?
	Constraints on use (register, frequency...)	Where, when, and how often would we expect to meet this word?	Where, when, and how often can we use this word?

Figure 1. What is involved in knowing a word (Nation 2001, 40-41)

So as mentioned, to know a word means to know its form, meaning and use. To know the **form** of a word means to be able to recognise it when it is heard, to be able to write it with correct spelling, to be able to pronounce it correctly, to be able to identify the word parts (e.g., root, prefix, suffix, etc.) and to be able to construct it using the word parts. To know the **meaning** of a word signifies the ability to recognise a particular meaning (e.g., with prefixes like un-, anti-, etc.), the ability to produce the word to express a particular meaning, the ability to recognise the concept behind the word, the ability to produce the word in different contexts to express the range of meanings, the ability to recognise the related words, and to produce synonyms or antonyms. And lastly, knowing the **use** of a word signifies the ability to recognise and use the word correctly in a sentence, the ability to recognise and produce typical collocations, the ability to assess the frequency and register of a word, and the ability to suit the word to a degree of formality of the situation.

Having defined the term ‘vocabulary,’ explained why it is essential to learn new words and presented what it means to know a word; let us now focus on the teaching and development of vocabulary. The process of teaching vocabulary needs good technique, and well preparation from a teacher as vocabulary should be a component of a language material in learning English. In ELT, vocabulary is one of the vital language skills besides the other language skills, such as reading, listening, and speaking (Bahtiar 2017, 9-10). Vocabulary development is the practice of an individual boosting the variety of words they can use in communicating daily. Most people use books and websites to expand their vocabulary. They can improve their capacity to communicate with others via written or verbal language (Johnson 2021).

In most cases, vocabulary development involves the progression of one’s vocabulary, including some aspects such as literal development, also known as primary vocabulary development. Second-language learners of any particular language would have to work harder to form vocabulary in the previously mentioned language (Mickan, McQueen and Lemhöfer 2019, 2). An individual’s vocabulary is considered the number of words they can sufficiently remember the meaning to and use correctly in a given context. Most scholars perceive vocabulary as a collection of words that a speaker can sift through at any moment to deal with a situation succinctly. They use varying terms, employing synonyms when it fits to provide a clear definition of any particular sentence. Suffice to say, a person with a broad category of vocabulary has the potential to use rarely used words that may apply to a given situation better than conventional words, providing an in-depth understanding of the situation to their listeners and showing the ability to express oneself more precisely. For instance, an individual with a wide array of vocabulary may deviate from using the word ‘stupid’ and choose ‘fatuous’ to describe a situation or notion (Scrivener 2011, 187; Johnson 2021).

In addition, it is adequate to develop vocabulary in context as the words do not occur isolated (Nation 2001, 36) but in the form of multi-word units. Those multi-word units are: collocations (combinations of two or more words often used together – e.g., hot dog, heavy rain, etc.), idioms (fall head over heels for someone, kick the bucket, etc.), phrasal verbs (get up, wake up, break down, come across, etc.), fixed phrases or the so-called formulaic language where the wording cannot be changed without sounding odd to native speakers (happy birthday, see you later, etc.) and multi-word units – short phrases of six words maximum (e.g., as far as I know, as well as, not only ... but also, etc.; Scrivener 2011, 186; Celce-Murcia, Brinton, and Snow 2014, 288; Zelinková, Černá and Zitková 2020, 75). “Estimates vary, but reviews of classroom intervention studies suggest that, in general, no more than 8 to 10 words can be taught effectively each week”

(Dyslexia Help 2022). In agreement, Krejčová (2019, 15) and Zelinková, Černá and Zitková (2020, 75) point out that the teacher should select the same number (8 - 10) of new lexical units when planning a lesson.

Dyslexic individuals have difficulty coping with conventional methods of vocabulary development (they cannot use books or regular school textbooks as the primary sources for developing vocabulary and require different strategies to boost their vocabulary), as they have problems processing language (Johnson 2021). Celce-Murcia, Brinton, and Snow (2014, 291) state that “word learning involves both intentional learning (the focused study of words; also referred to as explicit learning) and incidental learning (as when words are picked up while one’s attention is focused on language use).” The authors also add that incidental word-learning features prominently in reading, and vocabulary knowledge is viewed as a key predictor of reading success (Celce-Murcia, Brinton, and Snow 2014, 291). As dyslexics tend to have reading difficulties, they are thus, in many cases, deprived of the opportunity to learn new words incidentally when reading.

5.1. Vocabulary development as a part of the long-term objective of ELT

To place the issue in a broader theoretical framework, we must not forget the main goal of English language teaching, as it was stated in subchapter 1.2. the objective of language teaching is to support the development of communicative competence (CC). The development of CC also belongs among the key competencies stated in FEP BE, and vocabulary development falls within the development of CC, without a doubt.

CC has the following components: linguistic competencies; sociolinguistic competencies; and pragmatic competencies (CEFR 2001, 108). Since the topic of this thesis is vocabulary development, linguistic competencies are central to these purposes. Furthermore, CEFR (2001, 109) subdivides the linguistic competencies into lexical competence, grammatical competence; semantic competence; phonological competence; orthographic competence; and orthoepic competence. It is important to pay attention to all the components of linguistic competence because, in real communication, words do not appear in isolation. Correspondingly, Celce-Murcia, Brinton, and Snow (2014, 288) illuminate that word knowledge includes the mastery of the word’s meaning(s), written form, spoken form, grammatical behaviour, collocations, register, associations, and frequency use.

As mentioned earlier in subchapter 3.2., dyslexia is primarily a speech impairment and may concern trouble understanding one or more aspects of linguistic competence, which includes the five basic components of a language such as phonology, morphology, semantics, syntax, and pragmatics (Krejčová 2018, 11; Zelinková, Černá and Zitková 2020, 16). When acquiring new vocabulary, students need to master all of these components to use the words appropriately, whether in writing or speaking. However, given the focus of this thesis on vocabulary development, the following subsections give details of vocabulary development on the level of orthoepy/phonology, morphology, semantics, and orthography in relation to dyslexia and its manifestations which dyslexic learners may experience. In addition, given levels are linked to figure 1.

5.2. Orthoepy/Phonology and Phonological Awareness

Firstly, the orthoepy/phonology level of language and the topic of phonological awareness needs to be examined as it is closely related to dyslexia and vocabulary development. Basically, orthoepy (orthoepic competence) involves “knowledge of spelling conventions; ability to consult a dictionary and a knowledge of the conventions used there for the representation of pronunciation; knowledge of the implications of written forms, particularly punctuation marks, for phrasing and intonation; ability to resolve ambiguity (homonyms, syntactic ambiguities, etc.) in the light of the context” (CEFR 2001, 118). Phonology and phonological competence involves “a knowledge of, and skill in the perception and production of: the sound-units (phonemes) of the language and their realisation in particular contexts (allophones); the phonetic features which distinguish phonemes (distinctive features, e.g. voicing, rounding, nasality, plosion); the phonetic composition of words (syllable structure, the sequence of phonemes, word stress, word tones); sentence phonetics (prosody); sentence stress and rhythm; intonation; phonetic reduction; vowel reduction; strong and weak forms; assimilation; elision” (CEFR 2001, 116-117).

Having defined the phonological and orthoepic components of the language, let us shift the focus to the term phonological awareness. “Students with dyslexia are challenged when it comes to understanding phonological awareness, the alphabetic principle, and phonics” (Dyslexia Help 2022). “Phonological awareness is an important aspect of reading and spelling. It involves the ability to segment speech into syllables and phonemes” (Reid and Peer 2016, 144). Phonological awareness is “the recognition that words have constituent sounds. Constituents of a word (e.g., book) may be distinguished in three ways: by syllables (/book/),

by onsets and rimes (/b/ and /ook/), or by phonemes (/b/ and /oo/ and /k/)" (Massachusetts Department of Elementary and Secondary Education 2021, 180). The phoneme level (phonemic awareness) is also important in learning a foreign language. The term phonological awareness is a superior term for phonemic awareness. When the learner is able to divide a word into syllables (phonemes), he/she acquires a level of phonemic awareness (Zelinková, Černá and Zitková 2020, 16). Nevertheless, Zelinková (2006, 18) claims that phonological awareness is not sufficiently developed on the phonological level. This means that dyslexics have difficulties manipulating syllables within a word. For example, they cannot break a word down into syllables, make a word out of syllables, or they are not able to distinguish how two words differ.

Therefore, activities should aim at practising the division of speech into segments on various levels, differentiation of consonants in words, rhyme judgement and production, syllable segmentation and blending, deletions and additions, alliteration, onset, rime, and phoneme segmentation, and the production of spoonerisms (creation of words by changing the first consonant; Doyle 2005, 164-167; Reid 2005, 45; Krejčová 2019, 16; Zelinková, Černá and Zitková 2020, 71-73). On this level, mastering to learn a word means the ability to recognise its form when it is heard and the ability to pronounce it correctly, including stress (Nation 2001, 42). Also, mastering the sound side of the English language includes mastering rhythm, intonation, word stress and sentence stress, etc., which significantly contribute to the communication of the meaning of the message. To master these aspects, we use didactic tools and aids such as songs, rhymes, dialogues, the so-called jazz chants, etc. (Zelinková, Černá and Zitková 2020, 73).

5.3. Morphology

Secondly, morphology deals with "the internal organisation of words" (CEFR 2001, 114). Words may be analysed into morphemes, and we distinguish four types of morphemes: roots; affixes (prefixes and suffixes, infixes), including word-forming affixes such as re-, un-, -im -ly, -ness); inflexional affixes (e.g., -s, -ed, -ing; Krejčová 2018, 15; CEFR 2001, 114). Therefore, mastering to learn a word on this level involves being able to recognise the word parts, understand what the word signals and means in a particular context, construct a word using the right word parts and their appropriate forms, and being able to produce a word to express particular desired meaning (Nation 2001, 42).

As the authors, Zelinková (2006, 19) and Zelinková, Černá and Zitková (2020, 17) state, dyslexic learners may have trouble understanding the structure of words and word-formation processes. They may have problems identifying the root/prefix of a word, or their suffixes, they may misuse pronouns, they may not be aware of related words, or they do not perceive words and their endings accurately. Regarding the word-formation processes, words may be classified into: “simple words (root only, e.g., six, tree, break); complex words (root + affixes, e.g., unbrokenly, sixes); compound words (containing more than one root, e.g., sixpence, breakdown, oak-tree, evening dress;” CEFR 2001, 114). For individuals with specific reading difficulties, a combination of phonemic and morphological awareness training can be helpful, for example, when morphological awareness develops more intensively as support for phonemic awareness, which is weakened (Krejčová 2018, 15).

5.4. Semantics

Thirdly, semantics and semantic competence deal with the “learner’s awareness and control of the organisation of meaning. Lexical semantics deals with questions of word meaning, e.g., the relation of word to general context: reference; connotation; exponence of general specific notions; interlexical relations, such as: synonymy/antonymy; hyponymy; collocation; part-whole relations; componential analysis; translation equivalence” (CEFR 2001, 115). Mastering this component of a language means comprehension of the read text. According to Nation (2001, 42), understanding the concept behind the word allows understanding it in various contexts, recognising related words, producing collocations, and producing synonyms or antonyms. Krejčová (2018, 17) claims that reading comprehension is dependent on syntactic and semantic skills. Dyslexic learners tend not to use interrelationships between information, semantics and sentence structure when working with texts.

5.5. Orthography

And lastly, orthographic competence, according to CEFR (2001, 117), involves “knowledge of and skill in the perception and production of the symbols of which written texts are composed. The writing systems of all European languages are based on the alphabetic principle.” Mastering orthographic competence signifies recognising a written form of a word and writing it with correct spelling (Nation 2001, 42). According to CEFR (2001, 117), learners should know and be able to perceive and produce: “the form of letters in printed and cursive forms in

both upper and lower case; the proper spelling of words, including recognised contracted forms; punctuation marks and their conventions of use; typographical conventions and varieties of font, etc.; logographic signs in common use (e.g. @, &, \$, etc.).” As previously stated in subchapter 2.1., dyslexia usually does not occur alone but is often associated with dysorthography and dysgraphia. While dysorthography manifests in the poor spelling of words, dysgraphia affects the learner’s written expression. Thus, in many cases, learners tend to have poorly legible handwriting.

The following subchapter illustrates the various techniques used to aid dyslexic learners in vocabulary development and the effectiveness of these techniques in this task.

5.6. Techniques of Teaching New Vocabulary to Dyslexic Learners

It was stated previously, in subchapter 4.2, that the individual approach, learner-centred approach, constructivist approach, multi-sensory approach, communicative approach, structured procedure, and sequential approach appear to be the most suitable for dyslexic learners. To employ the eclectic approach, which is a method of language education that combines various approaches and methodologies to teaching a language, depending on the aims of the lesson and the abilities, learning styles, and learning strategies of the individual learners, different teaching methods and techniques are borrowed and adapted to suit the requirement of the learners.

Specific methods and techniques to teach vocabulary to dyslexic students can be used; the first approach involves employing structured literacy (Reid and Peer 2016, 147). The teacher recognises various obstacles for dyslexic students. These include sound-symbol association and phonology, techniques such as morphology, and syllable instruction (The Dyslexia Resource 2020). The International Dyslexia Association supports using the structured literacy approach due to its efficacy in inducing vocabulary development in dyslexic individuals (The Dyslexia Resource 2020). In this instance, teachers follow a cumulative and systematic approach, enabling the students to discern a logical order of the materials presented. The teacher introduces simple concepts and builds on them to develop complex notions, allowing the students to gradually improve their vocabulary while employing previously ingrained skills. They also boost their learners' confidence to learn new topics while providing explicit instructions involving continual interaction with students to ensure the concepts are attainable

and clear. Educators should also conduct diagnostic teaching to provide knowledge based on the distinct needs of every learner.

Furthermore, educators should use multi-sensory approach to help learners understand every vocabulary word (Dyslexia Help 2022). The teachers would use demonstrations, pictures, or real objects to enable students to discern the meaning of a specific word presented in class. In future instances, when the student is reading, they would recollect the demonstration or illustration provided to explain the word and remember its association with the vocabulary in their reading. While they cannot process language effectively, dyslexic students have average intelligence and memory retention. They can use these natural abilities to relate words with previous experiences (Reid and Peer 2016, 148). Vocabulary development also requires teachers to assign one or two words to a student. The students would be required to develop ways of presenting the word in class. Gaining such an understanding would help students remember instances of varying word use based on their interactions in class (Understood 2021).

When teaching new vocabulary to dyslexic learners, teachers may use pantomime/gestures, rhythm, or combine songs with movement. By doing so, the teacher respects the multi-sensory approach and aims at strengthening and using different types of memory (visual, auditory, motor; Metodický portal RVP.CZ 2005). Providing synonyms, antonyms, or hyponyms also helps dyslexic individuals determine the connection between two seemingly contrasting words (Zelinková, Černá and Zitková 2020, 75; Understood 2021).

Mnemonics are another suitable technique that teachers might present to the learners (Zelinková, Černá and Zitková 2020, 76). Mnemonics are memory aids that help a child remember a certain word that he/she is struggling to keep in mind. Learners might come up, for example, with a rhyme that includes the word or something they associate with that word. Let's say the child is struggling to remember 'they,' so the learner might come up with the mnemonic, "They Eat Yams" (Understood 2021). Understood (2022) also proposes multi-sensory approach techniques for teaching reading that can be modified to teach or practice new vocabulary, such as sand writing, air writing, using sandpaper letters, or using magnetic letters.

Krejčová (2019, 162) suggests additional techniques that teachers can use. The author cites brainstorming (learners think of ideas, teacher elicits vocabulary), making predictions (teacher with the learners try to predict what is happening in a picture/what a text is about, etc.), or sorting words into categories (by relation or topic, synonyms/antonyms, etc.). Zelinková, Černá and Zitková (2020, 76) also suggest listening to recordings, use of example sentences to

illustrate the meaning of a word, colouring the words according to parts of speech, working with dictionaries and the Look-Say-Cover-Write-Check technique. In the latter mentioned technique, the pupil looks carefully at the written word, utters it aloud several times, redraws it 2-3 times, writes the word in the air with his/her eyes closed, writes the word to a friend's back, reads the word again and then covers it, and finally writes the word and compares it with the original.

For vocabulary acquisition, Zelinková (2006, 86) recommends using methods where we use a direct connection with a real object, specific situations, and visual aids. The author also lists methods of vocabulary acquisition where the following procedure is recommended: the teacher pronounces the word, and the pupils follow the written word along with the picture. The pupils then repeat the word, spell it, use the aids (pupils can make their own cards), work in groups, match the meaning to the pictures, and then include the word in short texts. Regarding pronunciation, she gives an example of the repetition method. The pupils have to hear the expression several times, and then they repeat it together and individually. Syllabication or graphic representation of the mouth is also appropriate. Pupils with SLD may likely prefer situationally embedded conversations, guessing the basic meaning of a conversation before understanding the details and systems. To support and reinforce phonological competence together with auditory and visual perception and memory, we can use strategies and techniques that support auditory perception. For example, strategies and techniques that support the rhythmic-melodic component of speech may include exercises that use clapping with hands (Zelinková, Černá and Zitková 2020, 40).

The use of mind maps is another excellent technique that can be used by the teacher in the lesson (or by the learners) either to elicit vocabulary that learners already know or to introduce new vocabulary that can be sorted out from various points of view (Zelinková, Černá and Zitková 2020, 76). Foil and Alber (2002, 133-134) present semantic mapping, where the teacher may include guided questions like 'What is it? What is it like?' and 'What are some examples?' Developing semantic maps helps students link prior knowledge to new knowledge and therefore deepens students' understanding of important vocabulary. If learners wish, they may add arrows, colours, curving lines, and links between the main branches to reinforce their connections. In addition to using colours with mind maps, colours can "capture attention, greatly improve comprehension, ignite motivation, encourage vibrant communication, increase the mental processing and storing of images" (Buzan 2019, 31).

In the following subchapter, particular didactic aids that can support vocabulary development and/or practice for dyslexic learners are suggested.

5.7. Didactic Aids

Choosing literature or production of a teacher's own teaching materials in a particular font is essential to prevent dyslexic students from having difficulty. In most cases, these students benefit from using a sans serif font, as in the case of Verdana, Arial, Helvetica, or Trebuchet. Writers should adequately size the text; it should be 12pt or larger, if possible, not smaller. Teachers should also refrain from using materials with many capital letters used for emphasis; dyslexic learners are better suited to using lower-case letters. The paper's colour also matters greatly, and educators should seek pastel or cream colour instead of white paper. They should also refrain from using red or green font colours as they may sometimes pose readability issues (Reid and Peer 2016, 148; Zelinková, Černá and Zitková 2020, 101). Dyslexic children also benefit from preparing their mouths for an utterance. They should get ready to make a sound prior to reading any letter. This technique promotes recall by triggering a sensory experience (Reid and Peer 2016, 148). Additionally, a student would illustrate improved vocabulary development when using multi-sensory letters. Educators use ribbons, pipe-cleaners, and other materials to familiarise children with the shape of a letter. The technique helps them develop multi-sensory memories and solidify these shapes in their memory. Students also discern how each letter is formed when this approach is employed (Šauerová, Špačková and Nechlebová 2012, 176).

A significant and valuable didactic aid is the textbook. Although modern textbooks tend to be based on multidimensional syllabi, textbooks are often misunderstood as the cause of boring English lessons. Textbooks provide students and teachers with structured syllabus content. However, dyslexic learners may have orientation problems in the textbook as there may be too much information, pictures and different fonts used on a page. This can contribute to energy loss and increase fatigue (Zelinková, Černá and Zitková 2020, 99-101).

Teachers can also take advantage of a rapidly growing technological capacity to boost vocabulary in dyslexic students. "Nowadays it is quite commonplace for a school to have a tape-recorder, audio-cassettes, portable typewriters, small electronic spelling machines and computers capable of word processing" (Doyle 2005, 191). Furthermore, teachers could use, for instance, apps such as Learning Ally that offer audiobooks (The Tech Edvocate 2017).

Children can adjust the type and text size for the app's offerings, enabling dyslexic students to use it in the learning process comfortably. An app such as Dyslexia Quest is designed to simulate a game and helps dyslexic individuals develop better phonics, memory, and sequencing skills (The Tech Edvocate 2017). Sound Literacy, another app, is used by younger students with dyslexia to improve their phonics (Verhoeven, Perfetti and Pugh 2019, 327). It also utilises an interface resembling a game to help students discern how various sounds are pronounced.

Quizlet, a viral web page among learners, offers teachers the possibility of creating their own activities with specific vocabulary or choosing from already created ones. There are activities like interactive 'flashcards' (a learner sees a picture, and when he/she clicks on it, the written word appears); 'learn' (a learner sees the term and selects the correct definition); 'write' (a learner sees the picture and types the answer/word); 'spell' (a learner sees a picture, he/she can play the audio pronunciation and types what he/she hears); 'test' (a learner answers true/false questions, multiple-choice questions, matches terms to definitions, and types answers to questions); 'match' (an interactive game where a learner matches a picture to the term - drag and drop activity); and 'gravity' (another interactive game where a learner sees a word written on 'an asteroid,' types the word and destroys the asteroid consequently, by doing so, he/she scores points).

And last but not least, teachers might make use of pictures, flashcards/vocabulary picture cards, modern technology (videos, tablets, smartphones) or real objects to link the meaning of a word with aural, visual perception and/or touch (Foil and Alber 2002, 134; Zelinková 2006, 86; Zelinková, Černá, and Zitková 2020, 76, 102; Understood 2021). Things in the classroom which can be touched are "important, because success in learning often depends on the number of senses which are used in the learning process" (Allen 1983, 7). The teacher can, for instance, print the vocabulary picture cards out and laminate them, project them, or let the students draw them. In the instance of flashcards/vocabulary picture cards, there is a word written on one side, and on the other, there is the picture. Again, the flashcards can be either printed out by the teacher or written/drawn by the students.

SUMMARY OF THE THEORETICAL PART

Dyslexia is not related to the IQ level, and thus, dyslexic learners should not be confused with individuals that exhibit mental development issues. The more a dyslexic pupil is affected by difficulties in his/her mother tongue, the more problems he/she will have in learning a foreign language. Therefore, the focus should be more on the ability to communicate than on the content. We choose teaching approaches, strategies, and methods according to the individual needs of the learner, usually using multiple views and didactic aids along with adjusting the pace of work.

While dyslexics have difficulty processing language and relating various words to a context, they have average intelligence. Therefore, every approach used to help these individuals in vocabulary development involves altering conventional teaching methods to focus on the weak aspects exhibited by dyslexic students. Alleviating the use of books in a classroom would not help these individuals as they should learn how to connect different words in a sentence to make meaning of the text. Instead, teachers might employ memory-boosting techniques to help them associate varying words with their purpose. To boost their understanding of different languages, they should also learn the varying forms of these words (synonyms, antonyms, hyponyms).

Dyslexic students also benefit from contemporary forms of learning and technology, aspects not available to older generations. In this instance, students can continually use audiobooks to help them connect words to contexts. A multi-sensory approach also helps these students use association and memory to trigger connections in the learners' minds. Teachers should note dyslexic students in their classrooms and use unique tactics to teach every student to gain the most from the lessons. It is also essential to consider the distinct nature of every student. Educators cannot use a universal method to teach dyslexic learners. They should continually diagnose their students' learning rate and progress in vocabulary development to determine whether the approaches used are practical. Developing an accurate notion of every student's educational needs helps teachers create an optimal vocabulary development technique that does not exclude students with specific learning difficulties.

The following list is a set of principles developed on the basis of the information given in the theoretical part. These principles might be suitable for dyslexic learners when teaching English and focusing on the development of their vocabulary.

- 1) **Eclecticism** (use of various approaches, methods, and techniques concerning the individuality of the pupil and his/her **learning style**)
- 2) Focus on the development of **learning strategies** (cognitive, meta-cognitive, affective, social)
- 3) Focus on both **receptive** and **productive vocabulary** and develop vocabulary in context
- 4) Focus on the **development of all aspects of a word** (form, meaning, and use)
- 5) Teach **8-10 new words** in a lesson
- 6) **Prioritise listening and speaking** over writing and reading
- 7) Use **didactic aids** (combine multi-sensory information) and make use of pantomime/gestures, rhythm, or combine songs with movement
- 8) In didactic materials, make use of **sans serif font** (Verdana, Arial, Helvetica, Trebuchet) with the **size 12pt or larger**
- 9) **Regular repetition** is vital for automatization/internalisation, provide learners with multiple exposures to the words
- 10) **Make sure that the pupils understand the task** and know what to do, and provide them with **enough time** for completing the task

PRACTICAL PART

6. Introduction to the research

This part of the diploma thesis is devoted to a research study conducted at a primary school Studánka in Pardubice. For the needs of this diploma paper, I decided to conduct a research study that uses qualitative research and appropriate research tools with regard to the objective. Qualitative research is a term used for different approaches (methods, techniques) to the study of phenomena where the focus is not on the quantification of data but on its in-depth analysis (Maňák and Švec 2004, 22). Methodology and research tools are closely discussed in subchapter 6.2.

6.1. The aim of the research

The research aims to determine whether the activities aimed at vocabulary development used in the English classes are appropriate for dyslexic learners and whether they support their vocabulary development. It also aims to find out whether the teacher uses appropriate techniques and strategies to help and support the vocabulary development of dyslexic learners.

This was achieved utilising initial interviews (which focused on the pupils, their specific needs, and difficulties in learning English), evaluation of the implementation of the vocabulary development activities by the teacher in the classroom (with regard to the criteria set out in the summary of the theoretical part), and the evaluation of the activity by the pupils based on a semi-structured interview after the lesson. Based on the analyses of these data, modifications of the activities are proposed to suit the particular learners better.

6.1.1. Formulation of research questions

The research question was formulated based on the topic of study, which is the development of English vocabulary in two learners diagnosed with dyslexia. The research questions need to be comprehensive to capture all the aspects of the topic to enable the researcher to achieve their objectives (Ratan, Anand, and Ratan 2019, 15-16).

RESEARCH QUESTION

Are the activities aimed at vocabulary development used in the classroom suitable for dyslexic learners and aligned with the criteria (set of principles stated in the summary of the theoretical part)?

6.2. Methodology

This diploma thesis introduces qualitative research. Qualitative research can often be referred to as research in which there are no statistical methods or techniques used. Some methodologists understand qualitative research as a mere complement to the traditional quantitative research strategies, while others see qualitative research as a counterpart of unified, science-based sciences. Gradually, qualitative research in the social sciences has gained an equivalent status to other forms of research (Hendl, 2005, 49). Both primary and secondary data were collected to determine whether the vocabulary development activities used in the classroom are aligned with the criteria.

Primary data were collected through observation and interview approaches. In contrast, secondary data were collected through books and journals, which reviewed the existing data on the appropriate techniques and strategies that help and support the vocabulary development of dyslexic learners in English language classes.

6.2.1. Methods of data collection

6.2.1.1. Structured interview

Firstly, I conducted a structured interview with both open-ended and close-ended questions. In a structured interview, pre-prepared questions and answer alternatives are used. It is more or less an oral questionnaire, and it is the least time-consuming as its evaluation is usually more straightforward than other types of interviews. Conducting a structured interview is easier for an inexperienced researcher (Maněnová and Skutil 2012, 57). I decided to use the initial structured interview to identify pupils' needs, preferences, and specific difficulties in learning the English language and new vocabulary. I asked both respondents questions prepared in advance that focus on their learning styles, the use of didactic aids, how they learn new vocabulary, their self-evaluation, their opinions, and in which situations they learn best.

The first questions of the interview focus on English in general, on the students' opinions so that they are naturally introduced to the interview topic. In the second part of the interview, I mainly asked the students about how they learn new words and what helps or hinders them in learning new words, their difficulties in learning new words and what helps them in learning the written form, meaning, or spoken form of a new word. These questions were aimed to find out their specific difficulties in learning new vocabulary in English, the learning styles of both students, and the learning strategies they opt for when learning. In the last questions, I asked both students about their overall experience with textbook use in classes, as I know they use it.

6.2.1.2. Case study

Secondly, a case study “investigates a contemporary phenomenon (the “case”) in its real-world context” (Yin 2014, 35), provides a suitable procedure for working in the classroom and attempts to combine theory with practice. “Case study research is one of several forms of social science research. Others include experiments, surveys, histories, and archival analyses such as economic or statistical modelling. Doing case study research would be the preferred method, compared to the others, in situations when (1) the main research questions are “how” or “why” questions; (2) a researcher has little or no control over behavioural events; and (3) the focus of study is a contemporary (as opposed to entirely historical) phenomenon” (Yin 2014, 35). According to Hendl (2005, 104), a case study is a detailed study of one or a few cases, through which we try to capture the complexity of the case and describe the relationships in their entirety. The assumption is that by studying one case in-depth, we can better understand other similar cases. According to Mareš (2015, 117), case studies belong to the category of research that studies singularities, i.e. unique phenomena. Case studies either lead to storytelling and pictures, which allow for better interpretation of the selected cases, or they lead to “fuzzy generalisations,” which are different from statistical generalisations.

We can distinguish between two types of case studies in terms of purpose. While the first type uses case studies for scientific research, the other type is used for pedagogical purposes. It aims to improve the quality of teaching for children, adolescents, and adults, bringing it closer to real life (Mareš 2015, 113-114). Concerning the aim of the research, this thesis opts for the latter type of case study as it aims to introduce possible changes in teaching new vocabulary, thus, trying to help improve the education quality of dyslexic learners. The case study focuses on students' learning and may develop a teacher's personality. Therefore, it might facilitate better results for learners and teachers, too.

Furthermore, as stated by Švaříček and Šed'ová (2007, 97-98), it is always essential that in a case study, the researcher seeks a comprehensive understanding of the case in its natural setting. The aim is to interpret the interactions between the case and the environment. The investigation of a social phenomenon always takes place in a real context, under the most natural conditions of the phenomenon's occurrence. All available sources and data collection methods are used to obtain relevant data. The case study was based on the initial interview and learners' responses, and the findings are presented in subchapters 6.3.1.1. and 6.3.1.2.

6.2.1.3. Systematic observation

Thirdly, I decided on systematic observations supported by observational sheets. As stated by Maněnová and Skutil (2012, 53-54), observation is based on the surveillance and subsequent analysis of phenomena that can be perceived through the senses. *Observation* is a research method that is deliberate, purposeful, planned, systematic and controlled. The planning, intentionality and systematicity create, to some extent, standard conditions that ensure a degree of objectivity. Moreover, structured observation classifies the observed phenomena into predetermined categories. Direct observation is used, as I observed the phenomena myself.

An *observation sheet* is a schema prepared by the researcher that contains selected categories of observed phenomena (Maněnová and Skutil 2012, 54). The observation sheet contains a mix of criteria. The criteria include the set of principles stated in the summary of the theoretical part (which make the criteria for assessing the activities) and two sets of the criteria of both pupils, which were determined based on initial interviews.

I observed the vocabulary development activities being exercised in the classroom, focusing on the teacher's performance and the pupils to document the teaching and learning experience for analysis. I observed the lessons for over a month while recording learners' difficulties or progress in English language classes. The versatility of the observation as a method of data collection makes it essential and a supplement to other approaches, like interviews in the current research. According to Maněnová and Skutil (2012, 53), the main benefit of this method is its directness and naturality. I gathered data in real-time when pupils were learning in the classroom and when the teacher was teaching. I did not need to ask the pupils about their behaviour because I could only watch as they acted and talked. While other data gathering methods bring artificiality to the research setting, data gathered through observation describe the observed matters as they happen in their natural setting. Since the observations were

conducted in a natural setting, the classroom, I could conduct the research for a much longer time than with some other forms of data collection. On top of that, it is best for collecting data in research that involve non-verbal behaviour.

6.2.1.4. Semi-structured interview

Fourthly, after-activity interviews were used as supplementary to the observation method. I opted for the semi-structured interview because it allows for open-ended questions. A semi-structured interview is a type of interview in which the interviewer asks only a few predetermined questions while the rest of the questions are not planned in advance. A semi-structured interview allows for spontaneity and questions to develop during the interview regarding the interviewees' responses (Barriball and While 1994, 330). The learners were interviewed right after the lesson as they had the knowledge and information acquired from the lesson vividly in mind. The after-activity interview also allowed me to devote some time to developing their meta-cognitive learning strategies. The answers and the evaluation of the activities given by the students provided suggestions for activity modifications.

6.2.1.5. Data analysis and evaluation

The data collected were subsequently analysed and evaluated. The purpose of the evaluation is to establish the effectiveness and success of the strategies and techniques for instruction, to see whether they are in line with the set criteria. In addition, the purpose of this reflection is to propose changes in teaching new vocabulary to dyslexic learners. The reflection may help the teacher think about his/her actions, what is being taught to the pupils and how the pupils are learning. Through this process, the learners are able to transfer what they acquire in the classroom to their real-life situations, which may greatly help them in the mastery of vocabulary.

6.2.1.6. Vocabulary development activity modifications

Since the objective of the research is to determine whether the activities aimed at vocabulary development used in the classroom are in alignment with the criteria, if the researcher finds out that they were not as effective and in line with the criteria as expected, it would be important to modify those activities in order to fit the bill. A modification proposal is therefore added to the

activities. The activity modifications should ensure that they are aligned with the criteria so that the learning process of dyslexic learners can be improved regarding their vocabulary acquisition.

To summarise the research procedure, an initial interview was conducted, then vocabulary development activities in English classes were observed, followed by an after-activity interview with the learners. Subsequently, the data were analysed and evaluated, and proposals for modifications were presented.

6.3. Characteristics of the research context

The primary school Pardubice – Studánka is located in a beautiful park with sports facilities. In addition to 25 classrooms in individual pavilions, the school has 13 specially equipped specialist classrooms - geography, science, chemistry, computer science, workshops, physics, etc. There are 46 teachers in total, 20 teaching at the lower-elementary, and 26 teaching at the secondary school.

The school's location and facilities enable it to support children's development in many areas. Pupils also participate in outdoor schools, school trips, excursions, visits to cultural events, ski and swimming training. However, the school does not forget about children with developmental learning disabilities – their lessons take place in the classroom for the re-education of these disorders, and a computer with special educational programmes is used in teaching. Pupils with special educational needs may be assigned an assistant. Additionally, all pupils can also use the school psychologist and counselling services.

As far as the research context is concerned, the research took place during the school year 2021/2022 in a group of 21 seventh grade pupils. So, for a month, I worked with two dyslexic learners in a natural setting for them. At the given school, English is compulsory as the first foreign language since the first school year. In the seventh grade, four lessons of 45 minutes per week are allocated for English language teaching. Also, as the case study involves two learners, it might be called a multiple-case study. The multiple-case study allows the researcher to examine cases at much shorter intervals (days or weeks, occasionally months; Mareš 2015, 119).

6.3.1. The learners

This chapter involves the learners' description and analysis of their difficulties and learning styles. The analysis is important in understanding their individual behaviours and characters and how they can fit into the classroom setting. The analysis of their difficulties helps the teacher understand everyone's challenges in the classroom, which makes it difficult for them to develop the English vocabulary. Learners have different challenges due to various things such as the environment, their upbringing, physical, or mental challenges, hence the importance of identifying this to know how to treat each case. The analysis of their learning styles is also crucial in understanding how to treat each case differently in helping them in their learning process.

I conducted a structured interview at the beginning of the research. I met and taught both seventh-grade learners during my teaching practice from September to December 2021. They are best friends, and they always sit next to each other in English classes. I interviewed them individually and recorded their answers on an audio recorder. The interview was in the Czech language so that learners find it easier to answer my questions. The transcripts of the interviews are provided in appendices 1 and 2.

The first interview was conducted with Learner A; his answers to the questions prepared beforehand were recorded on an audio recorder. The transcript of the interview is provided in appendix 1. The interview took roughly 15 minutes. Learner A was quite nervous and shy, but he tried to answer my questions. Although I had prepared questions in advance, I had to modify them to be comprehensible for him.

The second interview was conducted with Learner B; his answers were recorded on an audio recorder, too, and the transcript is provided in appendix 2. The interview took roughly 18 minutes. Learner B was quite timid initially, but after explaining that I was there just to ask some questions, he relaxed and answered my questions willingly.

Based on the analysis and evaluation of the two initial structured interviews, I identified learners' learning styles and their needs in ELT – when primarily learning new vocabulary. I established criteria that were included in the observation sheet and by which I evaluated and analysed the activities aimed at vocabulary development taught in English classes. Overall, I observed four lessons, focused on the behaviour of both the students and the teacher, and made notes to the observation sheets, which are found in appendices 4, 9, 15, and 20.

6.3.1.1. Learner A (D. H.)

Learner A is a boy aged 13 and living in Pardubice. He likes English classes because he can communicate with classmates; however, he is sometimes bored. He does not confuse right and left. He thinks he is quite good at English and enjoys the classes. Sometimes, he has difficulties with letter order in some words and with longer sentences. He confuses the letters ‘m’ and ‘n’ and sometimes leaves out short words, such as prepositions or conjunctions. Also, he admits that he sometimes writes words as he hears them – phonetic writing appears, and sometimes he has trouble retrieving them.

He feels most confident in vocabulary. Nevertheless, he finds it challenging to learn new words. According to his assessment, the best way to learn new words is by discussing a short text with his classmates, by listening to songs in English, by listening to the teacher (accompanied by visual support), working with his own dictionary or by learning the new words from a chart. On the contrary, watching videos, discussions with classmates, reading short texts and listening to recordings are not suitable for him to learn new words. He feels least confident when working with the textbook as he finds it difficult to orient himself in the textbook.

When learning new vocabulary, he primarily uses the word lists in the textbook, his own dictionary or the materials given by the teacher. He learns new words best by reading them silently or saying them to himself, rewriting them, matching synonyms or antonyms to the new words, or making mind maps. He likes to use computers or applications like Quizlet for learning new vocabulary because he prefers to work individually at school. When the teacher uses gestures/pantomime, he finds it easier to remember the meaning of a new word. Remembering the meaning of a new word would also help him see a picture or a real object.

Given the answers provided, it can be assumed that Lerner A’s learning style is visually verbal. With regard to the interview analysis, I have outlined the areas that I will be focusing on during observations for this particular learner:

- Discussions with classmates
- Listening to songs
- Teacher’s explanation, accompanied by visual support, and the use of gestures
- Use of synonyms, antonyms
- Use of mind maps
- Use of didactic aids and modern technologies

6.3.1.2. Learner B (V. M.)

Learner B is a boy aged 13 and living in Pardubice, too. When he was younger, he used to be shy and very nervous. He does not confuse right or left. He does not like or enjoy English language classes as English is not that important to him. He thinks he is halfway good at English and said he is not very good at listening and speaking activities. Consequently, he is sometimes bored when he finds a particular activity difficult. Moreover, he finds it challenging to orient himself in the textbook as there is much information, and sometimes, it is difficult for him to understand long or complex sentences.

He admits that he sometimes writes words as he hears them – phonetic writing appears and that he sometimes leaves out letters in words or short words like prepositions or conjunctions. When reading, he is able to read a short text in English, but he admits that sometimes he misses the understanding. Also, it is difficult for him to figure out the correct word order in a sentence, and sometimes he has trouble remembering new words. He is able to learn new words, but longer words and words challenging to pronounce cause him difficulties.

He likes to solve crosswords, match flashcards with word parts or match vocabulary to the pictures. He prefers cooperation in group work, as his classmates help him. According to his assessment, the best way to learn new words is by listening to the teacher accompanied by visual support and using games or applications on the computer. When the teacher uses gestures helps him to learn the meaning of a new word. He learns new words from charts with a Czech translation that are in the textbook, sometimes, he rewrites them or spells them letter by letter aloud or only for himself, and it sometimes helps him see a picture of the word to associate the meaning to the word. It would also help him to use mind maps.

On the contrary, watching videos, discussions with classmates, reading a text in the textbook and reading a text in the textbook and subsequent debate, listening to recordings, listening to songs in English, listening to the teacher, learning from charts, working with dictionaries is not suitable for him to learn new words.

Given the answers provided, it can be assumed that Lerner B's learning style is visually verbal. With regard to the interview analysis, I have outlined the areas that I will be focusing on during observations for this particular learner:

- Teacher's explanation, accompanied by visual support and gestures
- Didactic aids and modern technologies
- Use of mind maps

7. Analyses of the vocabulary development activities

This chapter analyses the activities aimed at vocabulary development observed in the classroom. The activities were examined from two perspectives, namely, from the perspective of vocabulary development in the English language for dyslexic learners (based on the criteria set out in the summary of the theoretical part) and from two learners' perspectives and their preferences (specific criteria stated for each learner specifically). Accordingly, the analyses are also based on observations and after-activity interviews. In addition, there is a summary of the actions that happened in the classroom as well as an evaluation of activities provided by individual learners. Observation sheets can be found in appendices 4, 9, 15, and 20.

7.1. Activity 1 – Waste and pollution vocabulary

In this activity, learners were given a worksheet with two exercises on the page. In the first task, learners were supposed to match verbs, nouns, and collocations to the pictures, and in the second task, they were supposed to complete the words to the sentences. The worksheet is provided in appendix 3.

At the beginning of the lesson, the teacher handed out the worksheets and pupils were supposed to work individually on each exercise. After a few minutes, a whole class correction and feedback followed. The worksheet presented new words along with pictures to match the words. The teacher projected the worksheet on the whiteboard, provided explanations, synonyms, or translations of some words ('aluminium, paper plate, task – exercise, match – connect'). The observed phenomena are recorded in the observation sheet (see Appendix 4). The following is an analysis of this activity from the set-out principles' perspective in order to answer the research question accordingly:

- 1) The teacher employed a multi-sensory and learner-centred approach using the worksheet, which was also projected on the whiteboard. Gestures were accompanied by the teacher talking, so the visual, aural, and read/write learning styles were represented.
- 2) The teacher advised the learners to rewrite words that they found difficult to remember and asked them how successful they were in completing the tasks. This may have helped the learners to focus on developing their cognitive and meta-cognitive learning strategies.

- 3) Some words were taught in context – there were eight collocations in total. Also, in the second activity, learners were completing suitable words to the sentences. Nevertheless, while the first activity was aimed primarily at receptive vocabulary knowledge, the second activity was aimed both at receptive and productive vocabulary knowledge.
- 4) The teacher focused on all aspects of new words – meaning, form, and use. The words’ meaning was either explained or translated; the written form was presented in the worksheet, the pronunciation was the least the teacher focused on. However, with one word ‘unfortunately,’ the teacher employed syllable segmentation; and the use of words in the context (sentences) was presented in the second activity.
- 5) In both activities, there were eleven words and eight collocations. However, learners may have already known some of them, such as ‘plastic bottle’ or ‘recycle.’ Despite that, it can be assumed that there were too many new words for the dyslexic learners.
- 6) In both exercises, the emphasis was placed on reading and writing, and subsequently, listening was represented in the correction of the exercises with the whole class. In some cases, the teacher asked questions, and some learners answered, but learners A and B, whom I focused on, did not provide any answers to the teacher’s questions. Therefore, it can be concluded that speaking was not represented nor prioritised over reading and writing.
- 7) The teacher used didactic aids, such as a projector, a whiteboard, a worksheet, and a computer. When the teacher explained the meaning of a word, she used gestures. The rhythm and combination of songs with the movement were not represented.
- 8) The worksheet was printed in colour, and the text is in Calibri sans serif font of 12pt size. The font choice and size is, therefore, suitable for dyslexic learners.
- 9) Word ‘rubbish’ and collocation ‘mountain climbers’ appeared twice in the worksheet. However, other words did not.
- 10) When giving the instructions for both exercises, the teacher asked learners A and B whether they understood what they were supposed to do. Both of the learners worked on the tasks, and when they had questions, they asked the teacher for help. The teacher monitored their work. Concerning the time allocated for each task, the learners were provided with approximately four minutes for completing each activity. That was not enough time for them as I could see they did not manage to complete the whole task.

7.1.1. Learner A

In both exercises, there was no opportunity for discussion with classmates in the lesson as the learners worked individually on each task. On the one hand, the learner had no chance to listen to a song where the new words would be presented. He had no opportunity to make any mind maps or use modern technologies that would help him develop his vocabulary. On the other hand, the learner was provided with visual support in the form of the worksheet, pictures, the teacher's gestures, and teacher's drawing explanation of the word 'match.'

With regard to the answers provided by learner A in the after-activity interview, this activity was neither strenuous nor easy to complete. It may be because the learner admitted that he had already known some of the words. However, his answers implied that he was unsure which words he learnt, which he would be able to write and pronounce correctly, and which he would be able to use with other words or in a sentence. He also admitted that he knew what he was supposed to do in the task and that the pictures, teacher's explanation, and translation helped him grasp the meaning of some words.

According to learner A, the activity was suitable for him. However, I do not entirely agree, as his answers suggested that he was probably unaware of what could help him learn new vocabulary more effectively. I recommend focusing on developing meta-cognitive learning strategies so that the learner finds out how to learn in a way that suits him best. The transcript of the after-activity interview can be found in appendix 5.

7.1.2. Learner B

For learner B, in both of the exercises in the worksheet, there was no opportunity to cooperate in pair or group work, create any mind maps, or use any modern technologies. Learner B was provided with the worksheet with pictures (the worksheet was also projected on the whiteboard) for visual support. The teacher used mainly gestures so that the learner could elicit the meaning of some words.

As far as the answers provided by learner A in the after-activity interview are concerned, this activity was quite difficult for him to complete as he did not understand the second task. This may be because the second activity contains sentences where learners were supposed to complete them with words, and longer words cause him trouble. According to learner B's answers, he learned more or less five new words. For two of them, he was sure of their written form. For three words, he was sure of their pronunciation. However, he was not sure whether

he would have been able to use the new words with other words or in a sentence and acknowledged that he would probably not be able to do so.

He stated that he had managed the first activity quite well, as he enjoyed it and liked to match words to pictures, but found the second one difficult. To master the second activity, he would simplify it and use relatively short sentences. I would also suggest providing more time for completing the tasks because, in the lesson, he was given only three to four minutes to complete it. The transcript of the after-activity interview can be found in appendix 6.

7.1.3. Activity modification

Considering the set criteria and the activity analysis from the students' point of view, I decided to modify the worksheet, reduce the number of new words, focus both on receptive and productive vocabulary, and prioritise listening and speaking over reading and writing. The modified worksheet is provided in appendix 7.

Before handing out the worksheets, I suggest starting the lesson by listening to a song. There are many songs online related to the lesson's topic, for example, "The 3 R's" by Jack Johnson (YouTube 2022a) or "Earth Day Song: Reduce, Reuse, Recycle" by Numberock (YouTube 2022b). Both of the songs are provided with lyrics. The song might be followed by a brainstorming session, which would serve as a warm-up activity, introducing students to the lesson's topic. The teacher would ask the students what the lesson's topic is. Then he/she would write the topic, for example, 'waste and pollution' or 'recycling' on the whiteboard and elicit the answers and vocabulary that learners already know. The teacher could also write the pupils' responses on the board in mind maps, employing synonyms, antonyms, or hyponyms. The teacher may either draw the mind map on the whiteboard or use mind map applications, which are online or free to download, such as Mindmeister (www.mindmeister.com), Lucidspark (www.lucidspark.com), or Edrawsoft (www.edrawsoft.com).

Since the first activity suited both students, I decided to change the layout of the pictures so that the learners would have enough space to write the word below the picture. I also reduced the number of words to eight, all of which relate to recycling and waste pollution. The teacher would project the worksheet on the whiteboard, and in this activity, students would choose to work on the task individually, in pairs or in groups. They would also be allowed to use their smartphones to look up the words they do not know or understand. After a few minutes (depending on the students' pace that the teacher would monitor), the teacher would check the

answers with the students focusing on correct spelling and pronunciation. The teacher might focus on syllable segmentation – learners could colour the words according to the number of syllables. They might check it by pronouncing the words accompanied by clapping with their hands. It would also be beneficial if learners created some sentences using the words presented in the table and shared them with the class.

In the second activity in the worksheet, learners would discuss the questions in pairs or groups. I suggest this additional speaking activity where the new words are present so that the learners are multiply exposed to them. Learners would be allowed to use their smartphones or dictionaries to look up the words they need for their discussion. They would also make notes, which would be essential for the feedback after the activity. Feedback on the discussion could be given to the students after about ten to fifteen minutes. The teacher would discuss their answers and ask them what new words they learned, how they learned them, and whether they were comfortable with this activity.

To summarise the modification of this activity and the worksheet, this activity would now include discussion, group work or pair work, visual support, song use, modern technology (projector, computer, learners' smartphones), and mind maps. It also focuses both on receptive and productive knowledge of vocabulary. The activities reflect visual, aural, read/write and kinaesthetic learning styles and cognitive, meta-cognitive, and social learning strategies. There are eight words in total, and the teacher would focus on all aspects of each word (form, meaning, use). Listening and speaking would be prioritised over reading and writing. As learners would discuss the questions, they would use English for communication, reflecting the communicative approach to teaching. Learners would be provided with worksheets, which would also be projected. When focusing on the syllable segmentation of the words, they would clap with their hands, reflecting a multi-sensory approach to teaching. Various didactic aids, such as a worksheet, projector and computer, learners' smartphones, or dictionaries, would be employed. During both activities, new words would be repeated several times, which would benefit the pupils in terms of internalisation. The learners would also be provided with enough time for completing each task.

7.2. Activity 2 – Spring holidays

In this activity, the learners were projected a worksheet with guidelines where there were two tasks. In the first task, the learners were supposed to read the sentences they prepared as

homework about their spring holidays. In the second task, they were supposed to recreate some sentences using particular expressions, such as, ‘stay at home, go abroad, get up late, have a good meal, read a book’ or ‘visit something interesting.’ The worksheet is provided in appendix 8.

At the beginning of the lesson, the teacher projected the worksheet with guidelines. Then, the teacher called upon some students to read the sentences they had prepared at home about their spring holidays. Seven pupils read their sentences, including learners A and B. All of them got very good grades. Despite that, the teacher provided example sentences or synonyms to illustrate the meaning of several phrases, such as ‘go abroad – travel to Italy; have a good meal – I had a very good pizza; visit something interesting – I visited a museum in Prague,’ learners A and B had some troubles when recreating the sentences using the given expressions. The observed phenomena are recorded in the observation sheet (see Appendix 9). The following is an analysis of this activity from the set-out principles’ perspective in order to answer the research question accordingly:

- 1) The teacher employed a multi-sensory, learner-centred, and communicative approach by projecting the worksheet with guidelines, using gestures accompanied by the teacher’s talk, and inviting the learners to read their sentences. So, the visual, aural, reading, and kinaesthetic learning styles were represented.
- 2) There was no time allocated to the development of learning strategies.
- 3) The words were taught in context – there were six phrases in total. The activity was aimed both at receptive and productive knowledge of vocabulary.
- 4) The teacher focused on all aspects of new words – meaning, form, and use. The meaning was either explained or translated; the written form was presented in the worksheet, which was projected on the whiteboard; pronunciation was the least the teacher focused on. However, the teacher provided model pronunciation of words that were causing learners trouble. The use of words in the context (sentences) was presented in the homework activity and when recreating the learners’ sentences using particular expressions.
- 5) There were six phrases in total, corresponding to the amount a teacher should present/teach in one lesson. Nevertheless, learners may have already known some of them, such as ‘read a book’ or ‘get up late.’ Therefore, it can be assumed that there was a suitable amount of new words for the dyslexic learners.

- 6) In both exercises, the emphasis was placed on listening, reading, and speaking (reading aloud). The learners listened to their classmates, read their sentences aloud, and tried to recreate their prepared sentences using the given expressions. The writing was not represented at all. Thus, it can be concluded that listening, reading, and speaking was prioritised over writing.
- 7) The teacher used didactic aids, such as a projector, a whiteboard, the guidelines worksheet, and a computer. When the teacher explained the meaning of a word, she used gestures. The rhythm and combination of songs with the movement were not represented.
- 8) The worksheet was projected in colour, and the text is in Calibri sans serif font of 12pt size. The font choice and size is, therefore, suitable for dyslexic learners.
- 9) Some words and phrases like ‘stay at home, have a good meal, get up late’ or ‘visit something interesting’ were repeated several times by different pupils in the classroom.
- 10) When giving the instructions to both exercises, the teacher asked learners A and B whether they understood what they were supposed to do. With regard to the time allocated for the second task, the learners were provided with approximately two minutes for preparing the sentences using the projected expressions. It can be assumed that it was not enough time for them, but some of their classmates read the sentences and recreated them using the given expressions, providing learners A and B model answers. Accordingly, it can be concluded that the amount of time provided to learners A and B was sufficient.

7.2.1. Learner A

In both of the tasks of this activity, there was no opportunity for discussion with classmates in the lesson. The learners were called upon to read their sentences and then recreate them using the given expressions individually. Learner A had no opportunity to listen to a song where the phrases would be presented, had no chance to make any mind maps or use modern technologies. On the other hand, the learner was provided with visual support in the form of the teacher's gestures and projected guidelines and expressions learners had to use in recreating the sentences. The teacher provided example sentences and synonyms to illustrate the meaning of several phrases, such as, ‘go abroad; have a good meal; visit something interesting.’

With regard to the answers provided by learner A in the after-activity interview, this activity was neither strenuous nor easy to complete. It may be since the learner admitted that he had

already known some of the words/phrases and that there were more or less three new phrases/words. However, his answers implied that he was unsure which words he learnt, which he would be able to write and pronounce correctly, and which he would be able to use with other words or in a sentence. The teacher's use of example sentences helped him grasp the meaning of some words, although, during the interview, he could not recall the words and phrases that appeared in the second task. He could not entirely describe or explain in his own words what he was supposed to do with the expressions in the second task. He also admitted that he felt slightly nervous, which implies that the second task was inappropriate for him in terms of vocabulary development. However, according to learner A, the task was suitable for him, which I do not entirely agree with. His answers indicated that he was probably not aware of what could help him complete the task. Again, I suggest focusing on the development of the meta-cognitive learning strategies. The transcript of the after-activity interview can be found in appendix 10.

7.2.2. Learner B

For learner B, in both of the tasks of this activity, there was no opportunity to cooperate in a pair or group work, create any mind maps, or use any modern technologies. Learner B was provided with visual support in the form of a projected worksheet with guidelines, teacher's gestures, example sentences, and synonyms so that the learner could elicit the meaning of some words.

As far as the answers provided by learner B in the after-activity interview are concerned, this activity was quite difficult for him to complete as he did not understand the second task. This may be due to the fact that in the second activity, the pupils were expected to recreate their sentences using given expressions on the spot. He admitted that he found it challenging to complete the second task as longer words and sentences caused him trouble. According to learner B's answers, there were four phrases that he had already known, and there were also some new phrases for which he was not sure of their written form, their pronunciation and whether he would have been able to use them in a sentence. He acknowledged that he would probably be able to do so if he was given more time for preparation.

He stated that he had managed the first task quite well, as he had prepared the sentences at home with the help of his brother but found it difficult to complete the second one. He acknowledged that the second task was not suitable for him. To master the second task, he would need more

time, which I completely agree with because, in the lesson, the pupils were given roughly three minutes to prepare and think of the phrases. The transcript of the after-activity interview can be found in appendix 11.

7.2.3. Activity modification

Considering the set criteria and the activity analysis from the learners' point of view, I decided to modify the worksheet with guidelines, focus both on receptive and productive vocabulary, and prioritise listening and speaking over reading and writing.

Firstly, I suggest starting the lesson by watching a video with a song about Springtime to introduce the topic. There are many songs online related to the lesson's topic, for example, "Spring is Here Song" by Sisbro Studios (YouTube 2022c) or "What happens in spring?" by Armagan Citak (YouTube 2022d). Then, the teacher would ask the learners what the lesson's topic is and write it on the whiteboard.

Secondly, the teacher would give instructions for the following activity with visual support (the instructions would be projected on the whiteboard). To provide all students with room to present their homework (their prepared sentences about what they did during the spring holidays), they would be divided into groups of three to four students (depending on the overall number of students in the classroom). In the groups, pupils should first read their sentences to their classmates and then cooperate to make a list of activities they did over the Spring holidays, things they would like to do, or activities people usually do over the Spring holidays. Also, learners would be allowed to use their smartphones or dictionaries to look up the words they do not know or are unsure about. For this task, learners would be provided with approximately ten minutes, depending on the pace of their work. When they would be finished, the teacher would write their ideas on the whiteboard in the form of a mind map, employing synonyms, antonyms, or hyponyms. The teacher may either use mind map applications mentioned previously in chapter 7.1.3. Alternatively, he/she can draw the mind map on the whiteboard. The teacher would focus not only on the written form but also on the spoken form of particular words and phrases. Therefore, this activity would serve as a group brainstorming session and a subsequent whole-class summary of learners' ideas.

Furthermore, the teacher might include an additional speaking activity where learners would use and practice the words and phrases they provided in the brainstorming session. For example, the speaking activity 'Find someone who...,' would be in the simple past tense. To fill in the

worksheet with notes, learners would have to move around the class to talk to their classmates. When the learners would be finished, the teacher would ask them and elicit the information that learners would have found about their classmates. Also, the teacher might devote some time to the reflection of the lesson, asking learners what new words or phrases they have learnt. The modified worksheet with guidelines and a model mind map of Spring holidays activities can be found in appendix 12. The additional speaking activity ‘Find someone who...’ is provided in appendix 13.

To summarise the modification of this activity and the worksheet with guidelines, the lesson of ‘Spring holidays’ would now involve discussion, pair work, visual support, a song, and modern technology (projector, computer, learners’ smartphones) mind maps. Also, it would focus both on receptive and productive knowledge of vocabulary. The activities reflect visual, aural, read/write and kinaesthetic learning styles and cognitive, social, and meta-cognitive learning strategies. There might be more than ten words/phrases, but as the learners would provide them, they would not be new to them, corresponding to the number of new items the teacher should teach in a lesson. However, of course, that would depend on the learners’ answers. The teacher would also focus on all aspects of words (form, meaning, use). Listening and speaking would be prioritised over reading and writing, and as learners would discuss their homework and ask their classmates, they would use English for communication which would reflect the communicative and multi-sensory approach to teaching. Various didactic aids, such as worksheets, projector and computer, whiteboard, learners’ smartphones, or dictionaries, would be employed. During both activities, new words would be repeated several times, which would benefit the pupils in terms of internalisation. The learners would be provided with enough time for completing each task as the teacher would monitor them and proceed to another activity according to the pace of their work.

7.3. Activity 3 – Expressions for experiences

In this activity, learners were given a worksheet, and they were also projected with guidelines and phrases that they should have used. Learners worked in pairs, and the worksheet was divided into two parts. Each pupil of the pair got one part. Learners should have made questions in the present perfect tense, using the projected phrases, and asked their partners. They should have noted down the questions and their partner’s short answers. The guidelines and the worksheet for this activity can be found in appendix 14.

At the beginning of the lesson, the teacher randomly divided the pupils into pairs and handed out the worksheets. The worksheet contains pictures expressing activities that people may do during holidays. The teacher projected the guidelines with the phrases learners should have used on the whiteboard, used gestures, provided explanations, synonyms, or translations to words learners asked about. The observed phenomena are recorded in the observation sheet (see Appendix 15). The following is an analysis of this activity from the set-out principles' perspective in order to answer the research question accordingly:

- 1) The teacher employed a multi-sensory and learner-centred approach by employing the cooperative learning in a pair work activity, using the worksheet, which was also projected on the whiteboard, and gestures accompanied by the teacher talking, so the visual, aural, and read/write learning styles were represented. Moreover, the communicative approach was also represented when learners asked questions to their partners.
- 2) The teacher divided the learners into pairs randomly so that the pupils may have focused on developing their social learning strategies.
- 3) New words/phrases were taught in context – there were 16 collocations/phrases in total. In this activity, learners created the questions they asked their partners. So, the activity was focused both on receptive and productive vocabulary knowledge.
- 4) The teacher focused on all aspects of new words – meaning, form, and use. The meaning was either explained or translated; the written form was presented in the worksheet, the pronunciation was the least the teacher focused on – the teacher provided the model pronunciation, and the use of words/phrases in the context was represented by pupils creating the questions.
- 5) There were 16 collocations/phrases in total in the worksheet. However, learners may have already known some of them, such as 'play golf, make pancakes,' or 'play badminton.' Despite that, it can be assumed that there were too many new words for dyslexic learners.
- 6) In this activity, the emphasis was placed on reading and writing. The learners wrote down the questions, which they later asked their partners. Therefore, they only read aloud the questions and noted the short answers. It can be concluded that reading and writing was prioritised over listening and speaking.
- 7) The teacher used didactic aids, such as a projector, a whiteboard, the worksheet, and a computer. When the teacher explained the meaning of a word, she used gestures (break

your arm, cook sausage on a campfire). The rhythm and combination of songs with the movement were not represented.

- 8) The worksheet was printed in black and white, and the text is in Calibri sans serif font of 12pt size. The projected guidelines and phrases were also in Calibri sans serif font of 14pt size. The font choice and size was, therefore, suitable for dyslexic learners.
- 9) Learners have encountered half of the phrases at least twice – when creating the questions and asking their partners. However, they have encountered the other half of the expressions only once.
- 10) When giving the instructions to the worksheet, the teacher asked learners A and B whether they understood what they were supposed to do. Both of the learners worked on the task in pairs, and when they had questions, they asked the teacher for help. The teacher monitored their work. With regard to the time allocated for the task, the learners were provided with approximately ten minutes for completing it. I could see that both of them managed to complete the whole exercise; thus, it can be assumed that was enough time for them.

7.3.1. Learner A

In this activity, there was an opportunity for discussion with a classmate when the pupils cooperated in pairs. Learner A had no opportunity to listen to a song where the phrases would be presented. He had no opportunity to make any mind maps or use modern technologies to help him develop his vocabulary. The learner was provided with the visual support of the teacher's gestures, a list of irregular verbs, a worksheet and projected guidelines and phrases/collocations, which learners had to use in forming the questions. The teacher employed example questions and synonyms to illustrate the meaning of several words, such as, 'cook sausage on a campfire; be on a plane; break an arm.'

As far as the answers provided by learner A in the after-activity interview are concerned, this activity was neither complex nor easy to complete. However, he could not tell what he was supposed to do in the activity. He stated that the activity was suitable for him, which may be due to the fact that he had the opportunity to cooperate with a classmate. The pictures in the worksheet and his classmate's help supported him in grasping the meaning of the words/phrases presented. He also admitted that he knew more or less fifteen words, learnt some new words, half of which he possibly would be able to write and pronounce but not be able to use in a

sentence or with other words. The transcript of the after-activity interview can be found in appendix 16.

7.3.2. Learner B

For learner B, there was an opportunity to cooperate in a pair work with a classmate; however, there was no opportunity for him to create any mind maps or use any modern technologies. Learner B was provided with visual support in the form of projected guidelines, worksheets, teacher's gestures, example sentences, and synonyms so that the learner could elicit the meaning of some words. Moreover, he used a printed dictionary to look up two words that he did not know.

With regard to the answers given by learner B in the after-activity interview, this activity was suitable for him. He stated that he managed to complete the task quite well as he understood the instructions and knew what to do. Moreover, when he needed help, he either used the dictionary or asked his classmate who helped him. He admitted that he already knew four words, learnt three new words which he possibly would be able to write, pronounce, and use in a sentence or with other words. The transcript of the after-activity interview can be found in appendix 17.

7.3.3. Activity modification

Considering the set criteria and the analysis of the activity from the learners' point of view, I decided to retain the pair work, the worksheet activity and only add further activities that would focus both on receptive and productive vocabulary and prioritise listening and speaking over reading and writing.

Firstly, the lesson would start with a quick brainstorming session on 'Expressions for experiences.' The teacher would write the topic on the whiteboard and elicit students' ideas. These could be written on the whiteboard in the form of a mind map.

Secondly, the teacher would give instructions for the pair work activity. The learners would cooperate to complete the worksheet (see appendix 14), for which they would be given ten minutes. After that, the teacher may give the pupils another task – to write the words in their notebook in a mind map and to sort the activities by, for instance, season (spring, summer, autumn, winter) or location where the activities take place (mountains, sea, forest, etc.), and to

add activities that come to their minds and are not mentioned yet. The pupils would be allowed to use their smartphones or dictionaries to look up the words they need or do not know. They would have about five to ten minutes to do this task, followed by a whole-class discussion where the teacher would find out what extra activities the students have added. Again, the teacher may either use the above-mentioned mind map applications (see chapter 7.1.3.), or he/she can draw the mind map on the whiteboard. The teacher would focus not only on the written form but also on the spoken form of particular words and phrases, especially those where students are more likely to have pronunciation problems. Therefore, this activity would serve as a pair brainstorming session and subsequent whole-class summary of learners' ideas.

And thirdly, the teacher might also include an additional activity to practice the new phrases. I suggest spell, match activities or gravity game available on Quizlet. The preview of the activities and the link to the online flashcards can be found in appendix 18. In the gravity game, learners can select the difficulty level – easy, medium, or hard. Each level corresponds to a slower or faster image display and the time to type in the correct phrase/collocation. At the end of the lesson, some time would be devoted to the development of meta-cognitive learning strategies – the teacher would ask the learners what they have learnt in the lesson and what words or phrases are difficult for them to remember, write or pronounce. Following this, the teacher could advise them on techniques to remember the words that give them trouble.

To summarise the modification, the lesson with the topic of 'Expressions for experiences' would now involve discussion, pair work, visual support (worksheet, guidelines, mind map, Quizlet), use of modern technology (projector, computers, learners' smartphones), use of mind maps, and it would also focus both on receptive and productive knowledge of vocabulary. The activities reflect visual, aural, read/write and kinaesthetic learning styles and cognitive, social, and meta-cognitive learning strategies.

Despite there being 16 phrases/collocations in total in Quizlet activities, at least six of the learners might have already known (be on plane, play golf, make a cake, play badminton, make pancakes, climb a mountain). Thus, the number of phrases correspond to the number of new items the teacher should present to learners in a lesson. Moreover, the phrases would be repeated at least two times in the lesson, which would benefit the pupils in terms of internalisation.

In this lesson, the emphasis would be placed on all aspects of words (form, meaning, use). Listening and speaking would be prioritised over reading and writing as learners would discuss the experience's activities in pairs and practice the spoken and the written form of the words in

the spell Quizlet exercise. During the pair work, learners would use English for communication, reflecting the communicative approach to teaching. The pair work activity and the gravity game on Quizlet would reflect a multi-sensory approach to teaching. Various didactic aids, such as worksheets, projector, computers, whiteboard, learners' smartphones, or dictionaries, would be employed. The learners would be provided with enough time for completing each task as the teacher would monitor them and proceed to another activity according to the pace of their work.

7.4. Activity 4 – Working with verbs

In this activity, learners were randomly divided into groups of three or four, and they were given a worksheet with two tasks. While in the first task, they were supposed to match the flashcards with English to Czech verbs, in the second task, they were supposed to make questions using the verbs given either in the present, past, present perfect or future tense, and ask them their group partners, who then gave a short answer. The flashcards with English and Czech verbs and the worksheet with the instructions for each task are found in appendix 19.

At the beginning of the lesson, the teacher divided the pupils into groups and handed out the worksheets with instructions and flashcards. Learners were given approximately twenty minutes for both of the tasks. After that, the teacher asked one member of each group to read the questions they had prepared. The observed phenomena are recorded in the observation sheet (see Appendix 20). The following is an analysis of this activity from the set-out principles' perspective in order to answer the research question accordingly:

- 1) The teacher employed cooperative learning, multi-sensory and learner-centred approach by dividing the pupils into groups of three to four, using the flashcards and the worksheet with instructions, and gestures accompanied by the teacher talking, so the visual, aural, and read/write learning styles were represented. Moreover, the kinaesthetic learning style was represented in the first task with the flashcards, where learners were supposed to match English verbs to their Czech equivalents.
- 2) The teacher opted for a group work activity that may have helped the learners focus on developing social learning strategies.
- 3) There were eleven verbs in total, and they were taught in context - in the worksheet, there were example questions, and the learners were supposed to create their questions using the verbs given. Nevertheless, the first task was aimed primarily at receptive

vocabulary knowledge, while the second activity was aimed both at receptive and productive vocabulary knowledge.

- 4) The teacher focused on all aspects of new words – meaning, form, and use. The meaning was either explained or translated (by the teacher/on the flashcards). The written form was presented in the worksheet and the flashcards. The pronunciation was the least the teacher focused on. However, the teacher provided the model pronunciation. The use of words in the context (in questions) was presented in the second task of this activity.
- 5) Despite that there were eleven verbs in total, it can be assumed that learners may have already known all/some of them, such as ‘run, play, swim, read, do’ or ‘have.’ Therefore, it can be concluded that there was an appropriate number of the new items presented.
- 6) In the first task, the emphasis was placed on reading and writing. In the second task, the emphasis was placed on writing, reading (aloud) and listening. In the closure of the second task, learners A and B both read the questions they created, and their partners gave short answers to them. Even though the listening and speaking (reading aloud) activity was represented, it was not prioritised over reading and writing.
- 7) The teacher used didactic aids, such as the whiteboard, the worksheet, and the flashcards. When the teacher explained the meaning of a word, she used gestures. The rhythm and combination of songs with the movement were not represented.
- 8) The worksheet with instructions and the flashcards were printed in black and white, and the text is in Calibri sans serif font. While the flashcards were printed in the size of 36pt, the worksheet with instructions was printed in 12pt. Therefore, the font choice and the size of both didactic materials is suitable for dyslexic learners.
- 9) Since both learners are in the seventh grade, it can be assumed that these verbs were not new to them. This activity was aimed at practising and working with them in different tenses. Thus, it can be stated that learners were exposed to them multiple times, which is vital for their internalisation.
- 10) When giving the instructions to both exercises, the teacher asked learners A and B whether they understood what they were supposed to do. On top of that, the teacher translated the instructions to prevent any misunderstandings. The teacher monitored their work. With regard to the time allocated for each task, the learners were provided with approximately twenty minutes for completing the tasks. That was enough time for the learners as I could see they managed to complete both the tasks.

7.4.1. Learner A

In this activity, there was an opportunity for discussion with classmates when the pupils cooperated in groups. Learner A had neither the opportunity to listen to a song where the verbs would be presented to make any mind maps nor use modern technologies to help him develop his vocabulary. The learner was provided with visual support in the teacher's gestures, using the whiteboard, worksheet with instructions, and flashcards with verbs. The teacher employed example questions to illustrate the meaning of the verbs and illustrate questions in different tenses.

As far as the answers provided by learner A in the after-activity interview are concerned, this activity was not challenging for him to complete, even though he was not sure how to explain what he was supposed to do in the activity. He stated that the activity was suitable for him and that he enjoyed it, which may be because he already knew all of the verbs. Moreover, he admitted that he feels confident about the form, meaning, and use of the given verbs. The transcript of the after-activity interview can be found in appendix 21.

7.4.2. Learner B

For learner B, there was an opportunity to cooperate in group work with classmates in this activity. However, there was no opportunity for him to create any mind maps or to use any modern technologies. Learner B was provided with visual support in the form of a worksheet with instructions, flashcards with verbs, teacher's gestures, and example questions so that the learner could elicit the meaning of the verbs.

Concerning the answers given by learner B in the after-activity interview, this activity was suitable for him, and he even enjoyed it a little. He stated that he managed to complete the task quite well as he was given the worksheet with the instructions and example sentences. The printed worksheet and his classmates in the group helped him complete the tasks. He admitted that he learnt only one new word, 'future,' and tends to write the verb 'run' in phonetic transcription. However, he was confident about the form, meaning and use of all the verbs. The transcript of the after-activity interview can be found in appendix 22.

7.4.3. Activity modification

Considering the set criteria and the activity analysis from the learners' point of view, I decided to retain the first task (matching flashcards with verbs in English to their Czech equivalents) and the group work. Nevertheless, I decided to modify the second task to focus not only on the receptive but also on the productive knowledge of vocabulary and prioritise listening and speaking over reading and writing.

Firstly, the teacher would introduce the term 'verbs' and elicit some examples from the students, which could be presented in a mind map (drawn on the whiteboard or created in a mind map application). Then, the teacher would project the instructions, and the learners would be divided into groups, and they would do the first task – matching the verbs in English to their Czech equivalents, for which they would be given three to five minutes.

Secondly, the teacher would explain the instructions for the second task and the model role-play story for pantomime. Each group would have to cooperate to create a story (using at least four verbs from the flashcards plus four verbs they think of) they would mime in front of the class. The learners would have approximately 10 to 15 minutes, depending on the pace of their work. They would also be allowed to use their smartphones and dictionaries. Other groups would note down the verbs they think appeared in the role-play pantomime when watching one particular group performing the story. The group which would guess most of the verbs that appeared in the story scores a point and the group which scores the most points can be awarded a grade. The instructions and model story for the role-play pantomime can be found in appendix 23.

And thirdly, the role-play story pantomime would be followed by a whole-class discussion where the teacher would add learners' verbs to the mind map, focusing on their form, meaning, and use. The teacher would focus on the verbs with which students are likely to have phonological or graphological problems or problems using them in a sentence. Therefore, the discussion would serve as a whole-class summary of learners' ideas. The teacher would also devote some time to the development of meta-cognitive learning strategies – he/she would ask the learners what they have learnt and what verbs are challenging for them to remember, write or pronounce. Following this, the teacher might advise them on techniques to remember the written/spoken form or the meaning of verbs that are giving them trouble.

To summarise the modification, the activity 'Working with verbs' would now involve discussion, group work, visual support (projected instructions, mind map, flashcards,

pantomime), modern technology (projector, computer, learners' smartphones), and the use of mind maps. It also focuses both on receptive and productive knowledge of vocabulary. The activities reflect visual, aural, read/write and kinaesthetic learning styles and social, affective, and meta-cognitive learning strategies.

In the whole-class discussion, the emphasis would be placed on all aspects of words (form, meaning, use). Listening and speaking would be prioritised over reading and writing as learners would cooperate to create a role-play story in pantomime. During the group work, learners would use English for communication, reflecting the communicative approach to teaching. The role-play story pantomime would reflect a multi-sensory approach to teaching. Various didactic aids, such as flashcards, a projector, computer, whiteboard, learners' smartphones, or dictionaries, would be employed. The learners would be provided with enough time for completing each task as the teacher would monitor them and proceed to another activity according to the pace of their work.

CONCLUSION OF THE PRACTICAL PART

The practical part of this thesis is divided into two chapters. Chapter 6 introduces the research context and methodology. Qualitative research was conducted by employing structured and semi-structured interviews and observations as data collection methods. The research inquiry involved two seventh grade pupils, and the investigation results are presented in case studies. The structured interviews were used to identify the learners' learning styles and strategies, their preferences, and difficulties caused by dyslexia in regular English classes. Nonetheless, the questions had to be modified in the interview, as learners' responses indicated that sometimes they did not fully understand what I was asking or did not know how to answer my questions. It might have been caused by never having thought about or not being used to thinking about their own learning. Following this conjecture, during the observations, I noticed that little or no time was devoted in each lesson to the development of meta-cognitive learning strategies. Moreover, cognitive learning strategies the learners opt for (learning a list of words with the translation) seemed to be not appropriate for them. Likely, they do not even know any other techniques to learn new vocabulary because no one might have shown them.

Chapter 7 is devoted to analysing vocabulary development activities observed in the classroom. These activities were analysed from the set-out principles' perspective, and the following is a summary of each activity and the number of criteria met:

1. **Waste and pollution** – 6 criteria out of 12 were met
2. **Spring holidays** – 10 criteria out of 12 were met
3. **Expressions for experiences** – 8 criteria out of 12 were met
4. **Working with verbs** – 10 criteria out of 12 were met

The visual representation of the met criteria can be found in the table in appendix 24. Criteria 7 and 10 were divided into two halves for the visual representation. As is apparent from the tables, the activities met most of the criteria, but only two activities out of four can be regarded as appropriate for the dyslexic learners. However, more new words were presented in the first and third activities, and listening and speaking were prioritised only in the second activity. The rhythm and combination of songs with the movement were not represented in any activity. Learners were multiply exposed to the new words only in the second and fourth activity, and they were not provided with enough time for completing the first activity.

CONCLUSION

This thesis dealt with vocabulary development in English, focusing on dyslexic learners. In the first chapter, the essential context of the legal framework of the education of pupils with SEN, the FEP BE, supportive measures for pupils with SEN, and IEP is explored. While the second chapter is devoted to the types of SLD, the third chapter focuses on characteristics and causes, manifestations of, and classification of dyslexia. Furthermore, the fourth chapter dealt with dyslexia in the context of ELT. Furthermore, the fifth chapter focused on vocabulary development in ELT, considering the linguistic perspective and the difficulties dyslexic learners may experience. The chapter also suggested techniques, strategies, and didactic aids for teaching vocabulary to dyslexic learners that might be appropriate for them.

In the sixth chapter, the introduction to the research, the aim of the research, methodology, and characteristics of the research context is presented. The practical part aimed to collect both the primary and secondary data to answer the research question – whether the activities aimed at vocabulary development used in the classroom align with the criteria and, therefore, whether they are appropriate for dyslexic learners. The sixth chapter of the thesis is thus devoted to introducing qualitative research. The seventh chapter presents four vocabulary development activities analyses. These activities were observed in the classroom, and after the lesson, the learners were interviewed. The vocabulary development activities used in the English classes were analysed based on criteria stated in the summary of the theoretical part and on the outcomes of the interviews and observations analyses. Possible modifications were then proposed with regard to the outcomes of initial and after-activity interviews.

Many variables influence the teaching of vocabulary to dyslexic learners. These were explored in the theoretical part, and the findings were applied accordingly in setting out the principles and modifying the activities to suit the needs of particular learners. Nevertheless, the modifications were not applied in real lessons. Thus, they may serve only as an inspiration for teachers who seek advice on or wish to focus on the vocabulary development of dyslexic learners they may have in the classroom.

There are, of course, undeniable limitations to this research, such as the number of observed lessons or the structure of interviews, I am aware of. To make any further improvements in the vocabulary development activities and to be able to generalise the outcomes of the research, it would be necessary to conduct this research on a long-term basis and possibly with more pupils

involved, which might make this research more accurate. That is why I suggest further research on this complicated but undoubtedly interesting topic.

RESUMÉ

Téma diplomové práce s názvem „Rozvoj slovní zásoby v anglickém jazyce – zaměřeno na žáky s dyslexií“ bylo vybráno na základě zájmu autorky o tuto problematiku a protože práce s žáky se specifickými poruchami učení a tudíž i speciálními vzdělávacími potřebami v hodinách anglického jazyka vyžaduje speciální a především individuální přístup. Vzhledem k budoucí profesi učitele anglického jazyka je nezbytné se s touto problematikou seznámit, umět se v ní orientovat a umět vytvořit vhodné podmínky pro výuku žáků se speciálními vzdělávacími potřebami. Výuka cizích jazyků u žáků se specifickými poruchami učení je aktuální téma a autorka věří, že zkušenosti získané při realizaci výzkumného šetření budou užitečné pro její budoucí praxi.

Tato práce je rozdělena na dvě hlavní části – teoretickou a praktickou. Teoretická část má celkem pět kapitol. První kapitola teoretické části nejdříve uvádí čtenáře do kontextu právního rámce vzdělávání žáků se speciálními vzdělávacími potřebami v České republice a zmiňuje důležité strategické a legislativní dokumenty, které zahrnují opatření v oblasti inkluzivního vzdělávání. S oporou v rámcovém vzdělávacím programu pro základní vzdělávání (RVP ZV) jsou zde uvedeny podmínky pro úspěšné vzdělávání žáků se speciálními vzdělávacími potřebami jako jsou například podpůrná opatření, individuální vzdělávací plán, nebo využívání zásad diferenciací a individualizace při výuce. Dále jsou také zmíněny klíčové kompetence, které je žádoucí rozvíjet, jelikož jedinci přispívají k jeho vzdělávání, spokojenému a úspěšnému životu a k posilování funkcí občanské společnosti.

V druhé kapitole se autorka nejprve věnuje vymezení pojmu ‚specifické poruchy učení,‘ jelikož anglický význam ‚learning difficulties‘ může být zavádějící. Dále pak kapitola uvádí typy specifických poruch učení jako je například dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, dismúzie nebo dyspinxia. Vzhledem k používání termínu specifické poruchy učení je zde patrný vztah mezi jednotlivými typy poruch učení, neboť výše uvedené poruchy se neprojevují pouze v oblasti, kde je vada nejvýraznější. Naopak mají několik společných projevů. U dítěte může být diagnostikována více než jedna z těchto poruch a dyslexie se obvykle nevyskytuje samostatně, ale je často spojována právě s dysortografií a/nebo dysgrafií.

Třetí kapitola se nejdříve zaměřuje na historii zkoumání dyslexie a na její charakteristiku a příčiny. Příčinou dyslexie může být jak dědičnost, tak drobná mozková porucha. Dále jsou pak popsány projevy dyslexie. Dyslexie se projevuje odchylkami ve funkci centrálního nervového systému, které se mohou projevovat různými kombinacemi poruch vnímání, řeči, paměti,

kontroly pozornosti nebo motoriky. Dyslexie se tedy v konkrétních případech projevuje různě. Některé studie naznačují, že žáci s dyslexií používají pravou hemisféru více než levou, a proto mají tendenci myslet globálně, vizuálně a kreativně. Dyslexie je vývojová porucha čtení – dítě s dyslexií může mít tedy obtíže naučit se číst, i když má průměrnou nebo přiměřenou úroveň inteligence (s ohledem na učební osnovy) a dostává se mu běžného pedagogického vedení. Celkově je tedy dyslexie především poruchou řeči a týká se řeči a jejího porozumění, což zahrnuje fonologii, morfologii, sémantiku, syntax a pragmatiku. V závěru třetí kapitoly je uvedena klasifikace dyslexie vzhledem k oblasti, kterou postihuje nejvíce. Můžeme tedy rozlišit dyslexii fonemickou, optickou, agramatickou, sémantickou, dysfonetickou (sluchovou) nebo dyseidetickou (vizuální).

Čtvrtá kapitola se dále věnuje dyslexii v kontextu výuky anglického jazyka. Projevy obtíží při učení se cizímu jazyku jsou podobné jako při učení se čtení a psaní v mateřském jazyce. V této kapitole je uvedeno, že dyslexie především ovlivňuje výkonnost čtení, významně zhoršuje rychlost čtení, přesnost, techniku čtení a porozumění přečtenému textu. V druhé podkapitole jsou pak uvedeny přístupy a metody, které jsou vhodné pro výuku angličtiny dětí s dyslexií. Mezi ně patří například individuální přístup, konstruktivistický přístup, multisenzoriální přístup, metoda TPR – celková fyzická reakce, komunikativní přístup, strukturovaný přístup, sekvenční přístup a eklekticismus. Ve třetí podkapitole jsou také zmíněny učební styly a strategie. Učební styly se týkají individuálního přístupu nebo preferovaného způsobu osvojování, vstřebávání, zpracovávání a uchovávání nových informací a dovedností a jsou prezentovány dle klasifikace VARK. Učební strategie jsou oproti učebním stylům myšlenky nebo specifické chování, které žáci používají ke zlepšení učení se jazykům. Jsou to tedy dovednosti v oblasti učení se a ‚jak se učit‘ a rozlišujeme mezi kognitivními, meta-kognitivními, afektivními a sociálními učebními strategiemi. Žáci, kteří znají svůj styl učení a v návaznosti na něj volí určité strategie učení budou lépe schopni efektivně využívat možnosti učení se ve třídě a budou lépe vybaveni pro pokračování ve studiu jazyka mimo třídu.

Poslední kapitola teoretické části se zaměřuje na rozvoj slovní zásoby ve výuce anglického jazyka, neboť se jedná o důležitý aspekt jazyka, který je používán v každodenní komunikaci, s přihlédnutím k lingvistickému hledisku a pohledu na obtíže, které mohou mít dyslektičtí žáci. Nejprve je vymezen pojem slovní zásoba a poté rozdíl mezi receptivní a produktivní znalostí slovní zásoby. Je zde také vysvětleno, co to znamená znát nějaké slovo – tedy jeho psanou a mluvenou formu, význam a použití v kontextu. Tato problematika je zasazená do širšího teoretického rámce v návaznosti na hlavní cíl výuky anglického jazyka – rozvoj komunikační

kompetence. Tato kompetence je tedy nejen cílem výuky angličtiny, ale patří také mezi klíčové kompetence uvedené v RVP ZV. Další podkapitoly se pak věnují rozvoji slovní zásoby z hlediska fonologie a fonologického uvědomění, morfologie, sémantiky a ortografie a představují obtíže, které mohou žáci s dyslexií zažívat při učení se nové slovní zásobě na každé této úrovni. Kapitola rovněž navrhuje didaktické prostředky, které by mohly být vhodné pro žáky s dyslexií při výuce a učení se nové slovní zásobě.

Praktická část této diplomové práce je provedena na základě případové studie, která se zaměřuje na dva dyslektické žáky v sedmé třídě. Hlavním cílem výzkumu bylo zjistit, zda jsou aktivity zaměřené na rozvoj slovní zásoby používané v hodinách anglického jazyka vhodné pro dyslektické žáky a zda podporují rozvoj jejich slovní zásoby. V průběhu kvalitativního výzkumu byly použity různé nástroje sběru dat, jako jsou strukturované a polostrukturované rozhovory, pozorování a jejich následná analýza. Praktická část popisuje nejen učební styly a strategie učení vybraných žáků, ale také jejich problémy způsobené dyslexií v běžných hodinách angličtiny při aktivitách zaměřených na rozvoj slovní zásoby. Aktivity zaměřené na rozvoj slovní zásoby používané v hodinách angličtiny jsou analyzovány na základě kritérií uvedených ve shrnutí teoretické části a na základě výsledků analýz rozhovorů a pozorování. Následně jsou navrženy možné úpravy aktivit.

V závěru práce je poté shrnuto, že dvě takto navržené aktivity na rozvoj slovní zásoby nebyly nezbytně vhodné pro tyto dva žáky sedmé třídy, jelikož výuku nové slovní zásoby u žáků s dyslexií ovlivňuje mnoho proměnných. Autorka si je vědoma nesporných omezení tohoto výzkumu a uvádí, že pro případné další vylepšení aktivit zaměřených na rozvoj slovní zásoby a pro možnost zobecnění výsledků výzkumu by bylo nutné provádět tento výzkum dlouhodobě a případně s větším počtem zapojených žáků, což by mohlo tento výzkum zpřesnit. Úpravy aktivit nebyly použity v reálné výuce a autorka práce navrhuje hlubší výzkum tohoto komplikovaného tématu. Modifikace aktivit tak mohou sloužit pouze jako inspirace pro učitele, kteří hledají radu nebo se jen chtějí zaměřit na efektivnější rozvoj slovní zásoby u dyslektických žáků, které mají ve třídě.

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Appendix 1 – Initial interview transcript (Learner A)

Rozhovor byl veden v českém jazyce s žákem D. H. (žák A) a proběhl 22. února 2022, den před observacemi v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- Ehmm – nesouhlas

T: Baví tě učit se angličtinu?

R: Joo, trochu joo.

T: Máš rád hodiny angličtiny?

R: Hmm, joo.

T: A co tě v hodinách angličtiny baví?

R: Noo, že se tam bavíme s klukama.

T: Hmm. A co myslíš, plete se ti pravá a levá strana?

R: Ehmm, né.

T: Dobře... Jaké máš pocity při hodinách angličtiny?

R: Noo, docela dobrý jako... Ale někdy se nudím, protože mě to nebaví.

T: A jak myslíš, že ti jde angličtina?

R: Noo, docela dobře jako.

T: V čem bys řekl, že se v angličtině cítíš nejjistější?

R: Noo, asi v těch slovíčkách.

T: Hmm... A v čem se naopak v angličtině cítíš nejistý?

R: Mmm, no spíš jakoby v tý češtině, teda v tý učebnici.

T: Hmm... Co ti pomáhá při učení se nových slov?

R: Mmm, tak ten takovej list... Ten seznam slovíček v učebnici.

T: Aha, dobře... Teď se tě budu ptát na určité situace a aktivity, které nejspíš děláte ve škole a ty vždycky zhodnotíš jako známku ve škole, jak se v té situaci učíš nová slovíčka. Dobře?

R: Hmm.

T: Takže jako první tady mám sledování videa, jak dobře se teda učíš nová slovíčka při sledování videa? Jak bys to ohodnotil?

R: Mmm, tak za čtyři.

T: Hmm, dobře. A co diskuse se spolužáky?

R: Mmm... tak taky za čtyři.

T: Hmm, za čtyři, dobře. A jak dobře se učíš nová slovíčka čtením krátkého textu v učebnici?

R: Mmm... na trojku nějak.

T: Hmm, dobře... a co čtení krátkého textu, který máš potom rozebírat třeba se spolužáky?

R: Mmm... Tak nějak za dva... tři až dva.

T: A co pak když posloucháte nějaký nahrávky?

R: Mmm... Tak nějak za tři no.

T: Co poslech písniček, jak dobře se učíš nová slova z písniček?

R: Mmm... Tak nějak za dva.

T: Potom, jak dobře se učíš nová slova, když posloucháš výklad paní učitelky?

R: Noo... Tak na jedna až dva.

T: Aha, dobře... A potom, co když učitel navíc k výkladu něco promítá?

R: Noo... Tak za dva až tři no.

T: Potom, když vidíš nějaký novou informaci nebo slovíčka v tabulce? Jak dobře se z toho učíš nová slova?

R: Tak na jedničku až dvojku.

T: A co třeba práce se slovníkem?

R: Tak za jedna až dva.

T: A myslíš nějaký svůj, ten z učebnice, online, nebo klasickéj tištěnej?

R: Ten svůj... svůj.

T: Hmm... Dobře... Tak, ještě se tě zeptám, učíte se nová slovíčka pomocí moderních technologií, používáte nějaké aplikace?

R: Noo... někdy jo.

T: A jaký konkrétně?

R: Mmm... ty nepravidelný slovesa...

T: Joo... né, já se teď ptám, jestli využíváte při hodinách nějaký technologie nebo aplikace.

R: Jo, používáme počítače a nějaký cvičení a na procvičování.

T: A víš, jak se jmenujou?

R: Mmm, ne... teď si nemůžu vzpomenout.

T: Co třeba Quizlet? Pamatuješ si?

R: Jo.

T: A ten ti vyhovuje, bavil tě?

R: Jo.

T: A co třeba počítače nebo telefony?

R: Počítače mě bavěj... A telefony používáme jenom když nám řeknou...

T: Hmm... Dobře... Teď se budu ptát na slovní zásobu v angličtině. Je pro tebe jednoduché nebo obtížné zapamatovat si nová anglická slovíčka?

R: Mmm... spíš ty nový.

T: Nový slovíčka jsou pro tebe obtížný?

R: Hmm.

T: Hmm... Potom... využíváš nějaké pomůcky pro lepší učení a zapamatování si nových slov?

R: Mmm... Někdy joo.

T: A jaký?

R: Noo, tyhle, co teď používáme... Jako ty nepravidelný... Tu tabulku...

T: Takže využíváš materiály, který dostaneš od učitele?

R: Hmm.

T: Dobře... Potom... Plete se ti správné pořadí písmen ve slovech?

R: Někdy jo.

T: Hmm... A v jakých slovech nejčastěji?

R: Noo... Třeba v učebnici, když sou nějaký dlouhý řádky...

T: Aha, takže třeba v dlouhé větě, nebo v delších slovech?

R: Hmm... Jo.

T: Pleteš si někdy podobný písmenka, jako třeba b d p m n a o e?

R: Noo... M n možná... Někdy...

T: Hmm... Stává se ti někdy, že vynecháváš nějaká slova nebo písmena?

R: Mmm... Někdy jo.

T: Hmm... Jaká nejčastěji?

R: Mmm... Ted' zrovna nevím...

T: Hmm... Co třeba předložky?

R: Jo, ty se mi někdy pletou.

T: Píšeš někdy anglická slova tak jak je slyšíš?

R: Mmm... Jo, někdy jo...

T: aha, dobře... Co ti teda při učení se nových slovíček pomáhá?

R: Noo... Ten slovník... Tabulka od paní učitelky.

T: Hmm... Máš někdy třeba potíže se vyjádřit v angličtině?

R: Mmm... Né.

T: Hmm... A máš problémy s výslovností nových slovíček?

R: Mmm... né, ani ne.

T: Hmm... A co ti pomáhá zapamatovat si, jak se to nové slovíčko píše?

R: Mmm... To se mi někdy plete... Ale snažím se ho nějak pochoptit.

T: Aha, dobře... A co ti pomáhá zapamatovat si význam nového slovíčka?

R: Mmm... To nevím.

T: Myslíš, že by ti pomohlo, kdyby si měl k tomu nějaký reálný předmět?

R: Hmm, jo.

T: Nebo třeba obrázek k tomu slovíčku?

R: Hmm... S obrázkem si to líp zapamatuju.

T: Potom... Jak se cítíš při mluvení v hodinách angličtiny?

R: Mmm... To taky nevím... Někdy si nemůžu vzpomenout na nějaký slovíčko (...)

T: A jak se učíte nový slovíčka?

R: Noo... Paní učitelka nám dá někdy nový slovíčka... Jako na papíře... A to se máme jako učit.

T: Hmm... Potom... Učíš se ve škole raději sám nebo se spolužáky?

R: Sám.

T: Hmm, radši sám... A jak se teda učíš ty nový slovíčka?

R: Si je čtu... v duchu.

T: Hmm... A myslíš, že kdyby ses u toho mohl hýbat, že by ti to šlo lépe?

R: Né, to ne.

T: A zkoušíš si je někdy přepsat? Myslíš, že by ti to pomohlo při učení?

R: Jo, někdy jo.

T: Aha... A pomáhá ti učit se to nové slovíčko třeba ve spojení s jiným slovem?

R: Mmm... Jo, asi... Jo.

T: Hmm... A co třeba když k tomu novému slovu máš třeba nějaký synonyma nebo antonyma?

R: Jo, to si k tomu zkouším dávat.

T: Hmm... Dobře... A co třeba, když vám paní učitelka vysvětluje význam nových slovíček, pomáhají ti k tomu gesta nebo třeba pantomima?

R: Hmm... Jo, to jo.

T: Super... Znáš nebo využíváš nějaké mnemotechnické pomůcky?

R: Ne... Neznám.

T: Aha, dobře... A co třeba myšlenkové mapy? Když máš třeba slovíčko „kitchen“ a k tomu si uděláš takovýho... Jakoby pavouka a k tomu napíšeš všechny slovíčka, který tě napadnou, když se řekne kuchyň?

R: Jo, to jsem zkoušel.

T: A Pomáhá ti to?

R: Jo.

T: Dobře... Teď se zeptám na učebnici. Jakým slovem bys popsal práci s učebnicí?

R: Mmm... Docela dobrý.

T: Baví tě práce s učebnicí?

R: Hmm, jo.

T: Aha, dobře. Změnil bys na ní něco?

R: Mmm... Ani ne. Je tam dost obrázků (...)

T: Procvičuješ si nové slovíčka v učebnici nebo v pracovním sešitě?

R: Mmm... Jo.

T: A používáš doma to přiložené CD?

R: Hmm, jo.

T: A poslední otázka, je pro tebe snadný se zorientovat v té učebnici?

R: Mmm... Trochu... Těžko, ale dávám to nějak.

T: Hmm... Dobře, takže takhle to bude vše. Díky. Řekni kdyžtak V. M. ať sem přijde.

R: Jo, dobře... Na shledanou.

T: Na shledanou.

Appendix 2 – Initial interview transcript (Learner B)

Rozhovor byl veden v českém jazyce s žákem V. M. (žák B) a proběhl 22. února 2022, den před observacemi v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- Ehmm – nesouhlas
- (smích) proneseno se smíchem

T: Baví tě učit se angličtinu?

R: Mmm... Moc ne.

T: Hmm a proč?

R: Noo... (smích) Já sem rád, že jako mluvím česky. Já jako chci zůstat v tom Česku a nikam nechci jezdit, takže... Kdybych... Kdyby něco bylo anglickýho, tak by sem si to přeložil (...)

T: Aha, takže pro tebe ta angličtina není tak důležitá?

R: Noo, ne.

T: Dobře... A baví tě tedy hodiny angličtiny, máš je rád?

R: Noo... (smích) Jak kdy.

T: Jak kdy, hmm, dobře... A co tě teda v hodinách angličtiny baví nebo nebaví?

R: Baví mě, když děláme takový ty křížovky (...)

T: Hmm, křížovky.

R: Noo, tak to mě baví. A nebo mmm... Když se třeba... Když třeba... Mmm... Se hlásím abych třeba řekl nepravidelný sloveso.

T: Ted' zrovna probíráte teda minulý čas?

R: Hmm...

T: A co tě teda jako vyloženě nebaví v angličtině?

R: Mě nebaví takový ty těžký úkoly... Jako když třeba máme doplnit nějaký věty... Poskládat tu větu, nebo tak.

T: Aha, takže když máš poskládat větu, aby měla správný slovosled?

R: Hmm.

T: Dobře... A ted' se zeptám... Plete se ti někdy pravá a levá strana?

R: Ehmm, ne.

T: Hmm... Dobře... A jaké máš pocity při hodinách angličtiny?

R: Pocity? Mmm... Pocity mám... Jako... Tak napůl, jako... Někdy obtížný a nuda (smích).

T: Obtížný a nuda (smích) ... Dobře. A Jak myslíš, že ti angličtina jde?

R: Noo, já si myslím, že tak nějak středně, jako... Jó a né, noo (...)

T: Takže tak napůl... Hmm... A v čem se v angličtině cítíš nejjistější?

R: Mmm... Mohla byste být trochu konkrétnější?

T: Hmm. Myslím třeba gramatiku, výslovnost, poslech, čtení, psaní, mluvení... Co ti podle tebe jde nejlépe?

R: Noo... Spíš to čtení.

T: To ti jde? V tom se cítíš nejjistější?

R: Jako joo, hmm.

T: Hmm... Takže třeba porozumění textu? Když pak máš odpovědět třeba na nějaký otázky?

R: Ne, tak to ne (smích). To já si to dokážu jenom přečíst.

T: Aha (smích). Dobře... A potom teda naopak, v čem se v angličtině cítíš nejistý?

R: Nejistý?

T: No, že si v tom nejseš jistej.

R: Tak v tom doplňování otázek... Odpovídání na otázky.

T: Hmm... A co třeba mluvení?

R: Noo to taky, ale jenom někdy.

T: Hmm... A co třeba poslech?

R: Ehmm, poslech mi moc nejde.

T: Hmm... A co slovní zásoba?

R: Noo... Jako já se dokážu naučit ty slovíčka, ale... Někdy, když tam jsou třeba těžký slovíčka, tak (...)

T: A co je pro tebe teda těžký slovíčko?

R: Mmm... Delší a víc pro mě složitější... Třeba složitější na vyslovení... Nebo, když si nemůžu zapamatovat, co to znamená.

T: Hmm... A (...)

R: A když to třeba musíme někam napsat.

T: Dobře... A potom, co ti pomáhá při učení nových slovíček?

R: Pomáhá mi, to že se to naučím... Nebo... Tím, že si přečtu třeba nějaký slovíčko a pak normálně... Mmm... Si přečtu i to český.

T: Jo, takže, když to máš třeba v tabulce nebo, že se učíš ze slovníčku?

R: Hmm.

T: Mmm... Tak, teď ti budu říkat různé situace, kdy se můžete ve škole učit nové slovíčka a ty vždycky ohodnotíš 1-5, jako známka ve škole. Jo? Jak si myslíš, že je pro tebe... Že se v té situaci dobře učíš nové slovíčka, jo?

R: Hmm.

T: Takže třeba ze sledování videa?

R: Mmm... Ze sledování videa? Tak čtyřku.

T: Čtyři, hmm... A co když máte něco diskutovat se spolužáky? Jak moc dobře se z toho naučíš nová slovíčka?

R: Taky čtyřku (smích).

T: Taky čtyřku, hmm... Co čtením krátkého textu v učebnici?

R: Noo... To už... Na trojku.

T: Na trojku, hmm... Tak potom, když máte číst krátký text v učebnici a máte ho následně ho rozebíráte?

R: Mmm... Tak tři mínus.

T: Tři mínus (smích)... Dobře... A co když posloucháte nějaký nahrávky?

R: Když posloucháme nějaký nahrávky... Mmm... Asi taky čtyřku.

T: Hmm... A co třeba poslech písniček?

R: Mmm... Tak tři mínus.

T: Taky tři mínus (smích). A když posloucháš paní učitelku?

R: To na trojku.

T: Hmm. A pak když posloucháš paní učitelku, která k tomu ještě třeba něco promítá?

R: Mmm, noo... Tak to už asi na dvojku.

T: Hmm, na dvojku. Takže je to lepší, když to ještě třeba vidíš promítnuté na tabuli?

R: No, přesně, přesně.

T: Hmm... Dobře... A co když máš nová slovíčka v tabulce?

R: Mmm... Nerozumím... Jako (...)?

T: Jestli se lépe učíš nová slovíčka, když je máš napsaný v tabulce?

R: Já si myslím, že na to taky trojku.

T: Na trojku, hmm. A co práce se slovníkem? Může to bejt online, tištěnej, i ten co máš v učebnici, nebo tvůj vlastní (...)

R: Mmm... Jako (...)

T: Když se učíš nový slovíčka, pomáhá ti třeba slovník?

R: Jo. Tak to nějak taky na tu trojku.

T: Dobře. Tak, učíte se někdy ve škole s moderníma technologiema? Třeba s telefonem, počítačem, nějakýma aplikacema? Učíte se s nima někdy?

R: Jo.

T: A jaký konkrétně teda používáte?

R: Noo... Na počítačích děláme, že ona pošle nějaký odkaz a na tom odkazu bude... Mmm... Hra... A my normálně... Mmm... Třeba tam sou takový krtečci, ty se zahrabávaj a když tam je nějaký... Nějaká věta a je správná, tak ho musíme ťuknout a on jako...

T: Hmm... Takže to jsou hry a nějaký aplikace teda (...)

R: No, no.

T: A telefony někdy využíváte?

R: Ne.

T: Hmm. Dobře. Takže ti vyhovují?

R: Jako docela jo.

T: Takže tě baví?

R: Jo.

T: Tak, teď se budu ptát na to, jak se učíš nový slovíčka v angličtině, jo? Je pro tebe jednoduchý nebo obtížný zapamatovat si nový slovíčka?

R: Nový slovíčka? Mmm... No je to, mmm... Když jsou to dlouhá slovíčka, tak je to pro mě trochu těžší, ale já se to naučím.

T: Hmm. A jak se to teda naučíš?

R: Noo... Já si to... Já si to pořád říkám a opakuju. A už to jako do tý hlavy dám.

T: Hmm. A co třeba pohyb? Pomáhá ti se při učení hýbat?

R: Ehmm, ne.

T: Mmm... Využíváš potom nějaký pomůcky pro to, aby sis to nový slovíčko líp zapamatoval?

R: Ano.

T: A jaký třeba?

R: Mmm... Třeba... Pomůcky jako taková malá tabulka jakoby a na tom bude třeba kus nějakého slova a tu druhou půlku mám jakoby doplnit.

T: Jo. Takže ti pomáhají aktivity jako na procvičení? Třeba v pracovním sešitě takový aktivity jsou, ne?

R: Jo, jo, já si myslím, že jo.

T: Hmm... A plete se ti někdy správný pořadí písmen ve slovech?

R: Mmm... Někdy jo, někdy ne.

T: Hmm. A v jakých slovech se ti ty písmenka třeba pletou nejčastěji?

R: Třeba... Třeba, třeba... ‚some‘ ... Když místo ‚s‘ napíšu třeba ‚c‘ ...

T: Hmm... jo, jo... Takže někdy třeba píšeš slova tak se vyslovují, tak jak je slyšíš?

R: Hmm, no.

T: Dobře. Pleteš si někdy třeba podobná písmena, jako třeba b d p m n a o e?

R: To ani... Noo, ani moc ne.

T: Hmm. Vynecháváš někdy nějaký slova nebo písmena?

R: Jo.

T: A jaký třeba nejčastěji?

R: Ale hrozně málo, třeba... Mmm... Když je ‚written‘ ... t. t... Tak jak tam je to dvojitý t, tak vynechám to jedno t.

T: Hmm, jo. Tak vynecháš jedno t. A stává se ti, že bys vynechával nějaký předložky nebo spojky?

R: Jo, někdy.

T: Hmm. A plete se ti někdy pořádek slov ve větě?

R: Noo... Někdy jo a někdy ne. Třeba když je nějaká těžší věta... Delší... Právě, že delší věta, tak mmm... Tak to někdy něco vynechám.

T: Hmm. A co ti teda konkrétně při učení nových slovíček pomáhá? Říkal si, že si je opakuješ... A ještě něco?

R: To asi už nic.

T: Dobře. Tak... Máš někdy potíže se vyjádřit?

R: Já sem měl potíže se vyjádřit, protože jsem se hrozně styděl, ale... Ale už jako... Už to docela zvládám. Já, když něco nechci říct, tak to prostě neřeknu, no.

T: Hmm... A co si myslíš, že ti učení nových slovíček ztěžuje?

R: Mmm... To mi ztěžuje to, že je to těžký, nebo... Že ty slovíčka jsou jako obtížný.

T: Hmm. Tak... Jak si nejlíp teda zapamatuješ nový slovíčko? Co konkrétně děláš, aby sis zapamatoval třeba význam nového slovíčka?

R: Mmm... Aby sem si to zapamatoval, tak já si... Přesně to, co řekne, to si řeknu i já.

T: Takže opakuješ?

R: Hmm, jo.

T: Tak... Co ti pomáhá zapamatovat si výslovnost?

R: Výslovnost... No, pomáhá mi spíš nějaká pomůcka.

T: A Jaká třeba?

R: Mmm... Třeba abych to řekl, tak já si to jako řeknu po písmenech a pak to řeknu.

T: Hmm... Aha. A to ti teda pomáhá si i zapamatovat, jak se to slovo píše?

R: No, jo... A někdy si to slovíčko třeba i přepíšu.

T: Hmm, dobře. A jak se cítíš při mluvení v hodinách angličtiny?

R: Jak se cítím? No... Mmm... No, když jsem byl na prvním stupni, tak jsem se hodně styděl. Jakoby sem byl nervózní, jsem se klepal a... Jako snažím se, abych neměl už tu nervozitu...

T: Takže teď už je to tedy lepší? Už nejsi tolik nervózní?

R: Jo, jo. No, už nejsem tolik nervózní.

T: Hmm... Super. Tak, jak se teda ve škole učíte nová slovíčka?

R: Noo... Paní učitelka nám řekne stranu a (...)

T: Dobře, necháme tuhle otázku a zeptám se na další. Učíš se nová slovíčka doma sám nebo ti někdo pomáhá?

R: Sám.

T: A ve škole se učíš raději sám nebo se spolužáky?

R: Se spolužáky, protože mi pomůžou.

T: Jo, jo, že si pomáháte... Hmm... Potom... Pomáhá ti zapamatovat si nové slovíčko, když k němu třeba vidíš obrázek?

R: To bych úplně neřek, protože když promítá obrázek, tak mmm... Já to přesně řeknu, nebo jakoby... Místo toho, aby mi něco řekla, tak já to neřeknu, ale kdyby mi dala něco, tak už bych to řekl.

T: Hmm. Dobře, takže když ti paní učitelka něco promítne na projektoru, tak ti to pomůže zapamatovat si to slovíčko?

R: Hmm.

T: Pomáhá ti učit se nová slovíčka v kontextu? Že je máš třeba ve spojení s jiným slovem, nebo třeba ve větě?

R: Mmm... To ani moc ne.

T: Hmm. Potom, pomůže ti, když máš třeba k tomu slovu nějaký synonyma nebo antonyma?

R: Ne.

T: Hmm. A když třeba paní učitelka vysvětluje nový slovíčko, význam, pomáhá ti třeba když k tomu používá gesta nebo pantomimu? Že třeba znázorní, co to znamená?

R: Jo, tak si to dokážu nějak odvodit.

T: Hmm. A využíváš někdy třeba myšlenkový mapy a uděláš si takovýho jakoby pavouka se slovíčky?

R: Jo, to by mi asi pomohlo. Ale musel bych se je naučit.

T: Hmm, dobře. Tak, teď se zeptám na učebnici. Jak bys popsal práci s učebnicí v hodinách?

R: Já si myslím, že jako... Dobře, celkem.

T: Jo? Baví tě práce s učebnicí?

R: Noo... Jenom někdy... Když je tam třeba něco lehčího a víc zábavnějšího, tak jo.

T: A co je pro tebe lehčí a zábavnější?

R: Třeba když je tam cvičení s obrázkama, nebo když tam musíme spojovat... Tak to mě baví a je to i pro mě lehčí, no.

T: Hmm, hmm... Takže většinou ty aktivity zaměřený na slovíčka?

R: Jo.

T: Změnil bys něco na tý učebnici?

R: (smích)... To jenom kdyby všechno bylo zábavný... (smích)

T: (smích)... Jo... Procvičuješ si někdy nová slovíčka v pracovním sešitě?

R: Jo, hlavně z toho seznamu.

T: A používáš třeba doma CD, který je tam přiložený?

R: Ne.

T: A je pro tebe snadné nebo obtížné zorientovat se v učebnici?

R: Mmm... Obtížné.

T: A proč?

R: No, protože tam je něco v tý učebnici... Je tam třeba nějaká věta, kterou vůbec nerozumím. Nebo, že je tam toho hodně.

T: Aha. Hmm... Dobře. Tak to bude asi vše. Díky za spolupráci a odpovědi.

R: Jo. Na shledanou.

T: Na shledanou.

Appendix 3 – Waste and pollution vocabulary worksheet

23rd, February

Unit 5C: Vocabulary worksheet

1. Match the picture with the word

O₂



drinks can

seal

sleeping bag

oxygen

recycle

bottle top

fine

plastic bottle

tonne

rubbish dump

mountain climber

2. Complete these words to the sentences:

displayed, global warming, unfortunately, foil trays, improved, decompose, climbers, rubbish

- If we are trying to keep mountains clean, the problem with will be
- Some of the rubbish are in Japan and Korea.
-, the rubbish doesn't in the cold air.
- Mountain have collected a lot of small things as or paper tissues.
- Greenhouse gases from the rubbish can cause

Appendix 4 – Observation sheet 1

Activity 1 – Waste and pollution	YES	NO	Commentary
Does the teacher use various techniques and strategies of presenting new words?	X		Learners were given worksheets; translation; rewriting a word
Is the activity learner-centred and does it take into account learning style of the pupil?	X		Worksheets, gestures, teacher talk – visual, aural, read/write
Does the teacher employ any accommodations for dyslexic learners?	X		Explanation of instructions, writing on board, monitoring
Does the teacher focus on pupils and developing their learning strategies?	X		Self-evaluation, asking learners about their learning – meta-cognitive strategies
Does the teacher teach maximum of 8-10 new words in a lesson?		X	11 words, 8 collocations, but learners may already know some of them (plastic bottle, recycle)
Does the teacher use example sentence(s) to illustrate the meaning of a new word?	X		Explanation of ‘aluminium’ and ‘paper plate’
Does the teacher employ the synonyms / antonyms / hyponyms?	X		Task – exercise, match – connect
Are the new words taught in context?	X		Collocations (noun + noun, verb + noun); 2 nd activity
Does the teacher focus on all the aspects of teaching new word (form, meaning, use)?	X		Written form, pronunciation (syllable segmentation), use in sentence
Is listening and speaking prioritized over reading and writing?		X	Form of questions – answers only
Does the teacher use any didactic aids?	X		Projector, worksheet, PC, textbook
Does the activity reflect multi-sensory approach?	X		Worksheet – visual; writing and drawing, listening – aural
Does the learner know what to do exactly in the activity?	X		They work and cooperate with the teacher; when they do not understand the instructions, they ask
Other comments:			
<ul style="list-style-type: none"> • There was not enough time given to complete the 1st and 2nd task for learners A and B • Teacher monitors and helps the learners, focuses on the pupils A and B – asks whether they know what to do “Do you understand the words?” • 1st and 2nd activity – individual work 			

Learner A			
Is there an opportunity for discussion with classmates in the lesson?		X	
Does the learner listen to a song in the lesson?		X	
Does the teacher explain new words with visual support?	X		Drawing the meaning of a word 'match' on board, projector, pictures provided in the worksheet
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner use any didactic aids/modern technologies during the lesson?	X		Only the worksheet
Learner B			
Does the teacher explain new words with visual support?	X		Projector, pictures provided in the worksheet
Does the learner use any didactic aids/modern technologies during the lesson?	X		Only the worksheet
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner have an opportunity to cooperate in pair work/group work?		X	But the learner asks his classmates when he needs help

Appendix 5 – After-activity interview 1 transcript (Learner A)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem D. H. (žák A) a proběhl 23. února 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- (smích) – proneseno se smíchem

T: Dobře, tak začneme. Jak bys popsal tu aktivitu, teda co si v ní měl dělat?

R: Mmm... Doplnovat slovíčka.

T: Takže si pochopil zadání?

R: Hmm.

T: Mmm... A jak ses během té aktivity cítil?

R: Mmm... Docela dobře.

T: Myslíš, že ti to šlo?

R: Noo, trochu jo.

T: Hmm. A co ses naučil?

R: Mmm, pár nových slovíček.

T: Hmm a jaký třeba?

R: Mmm... teď... Mmm... Jako... Mmm... Nevím.

T: Aha, teď si nevybavíš?

R: Mmm, ne (smích).

T: Hmm, dobře (smích). A pochopil si teda význam těch nových slovíček, co tam byly?

R: Hmm, jo.

T: Super a co ti teda pomohlo, abys pochopil význam novejšich slovíček?

R: Mmm... Když paní učitelka vysvětlila nebo přeložila slovíčko.

T: Hmm. A zhruba u kolika slov si seš jistě jak se vyslovují?

R: Mmm... Tak čtyři... Možná pět.

T: Hmm. Dobře... A u kolika slovíček, co tam byly, si seš jistě tím, jak se píšou?

R: Noo... asi tak půlku... Tak pět.

T: Hmm, takže tak polovinu. Dobře a kolik bys jich dokázal použít ve spojení s jiným slovem nebo ve větě?

R: Mmm... Taky... Jako... Půlka no.

T: Hmm... Myslíš, že pro tebe ta aktivita byla snadná nebo obtížná?

R: Mmm... Tak napůl.

T: Aha a proč myslíš, že tak napůl?

R: Mmm, protože tam byly nové slovíčka a bylo to takový trochu těžší, ale některý sem znal.

T: Hmm a pomohli ti třeba obrázky, když jste měli ty slovíčka spojit s obrázkem?

R: Hmm, jo.

T: Hmm, a vyhovovala ti ta aktivita?

R: Jo.

T: Jo? Byla v pořádku... A změnil bys na ní teda něco nebo ne? Nebo přidal? Nebo nechal tak jak je?

R: Mmm, spíš nechal tak jak je.

T: Dobře. A kolik slovíček, co tam byli si už znal?

R: Mmm... Půlka, nějak.

T: Hmm, takže půlka. Dobře. Takto je to vše, díky.

R: Hmm. Na shledanou.

Appendix 6 – After-activity interview 1 transcript (Learner B)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem V. M. (žák B) a proběhl 23. února 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- (smích) – proneseno se smíchem

T: Jak bys svýma slovy popsal, co si měl v týhle aktivitě dělat?

R: Mmm, jak bych popsal... No... Moc sem tomu nerozuměl.

T: Takže si pořádně nevěděl, co máš dělat?

R: No jako vím, že sem tam měl spojovat jako obrázky se slovy, nějaký sem dal...

T: Hmm a to tě teda bavilo? Protože si včera říkal, že tě baví spojovat?

R: Hmm, jo.

T: Hmm, takže to tě bavilo, super. A v tom druhým cvičení bylo doplňování, to bylo pro tebe těžký nebo snadný?

R: Noo, to mi moc nešlo.

T: Hmm, takže jak ses během těch aktivit cítil?

R: Jak jsem se cítil? Tak, mmm, noo... Půl na půl.

T: Aha, takže někdy to šlo, někdy moc ne, hmm.

R: Jo.

T: Jo, dobře. Tak a co ses naučil? Naučil ses nějaký nový slovíčka?

R: (smích) ... Ano.

T: (smích) super a kolik zhruba?

R: Já si myslím, že asi tak čtyři.

T: Takže tak čtyři hmm.

R: Možná pět.

T: Hmm, čtyři pět. Dobře. Mmm... A pochopil si význam těch slovíček?

R: Jako co znamenají?

T: Hmm.

R: Někaký jo.

T: Hmm a který ti dělali třeba problém?

R: Ty kteří jsou dlouhý a ... Noo a těžký.

T: Takže třeba tam bylo to ‚unfortunately‘...

R: Hmm, jo.

T: Dobře. A u kolika slovíček si seš jistej jak se píšou?

R: Mmm... U kolika... Jako kdybych se to naučil, tak bych to zvládl... Ale takhle asi u dvou.

T: Hmm, dobře. A u kolika slov si seš jistej výslovností?

R: Mmm... Asi tak u třech.

T: Hmm, dobře. A kolik z těch slovíček bys zvládnul použít třeba ve větě nebo ve spojení s jiným slovem?

R: Mmm... Nerozumím.

T: Kolik těch slov bys věděl s jakým jiným slovem použít? Třeba jak tam bylo ‚plastic bottle‘...

R: No, tohle bych zvládnul... Ale jinak bych to asi nezvládl.

T: Aha, dobře. A byla pro tebe ta aktivita snadná nebo obtížná?

R: Mmm... Jestli byla snadná nebo obtížná... Tak to první , tak to bylo docela... Snadný. Jinak tak napůl. Ta druhá byla těžší.

T: Hmm, dobrý. A Vyhovovala ti ta aktivita?

R: Mmm... Tak napůl zas (smích).

T: (smích) tak napůl, hmm. Dobře. A změnil bys na té aktivitě něco?

R: Tím, že by to bylo jednodušší a že by tam nebyly třeba ty dlouhé věty.

T: Hmm, bez dlouhých vět, jo. Tak, a znal si už některá ta slovíčka?

R: Hmm.

T: A kolik zhruba tam pro tebe těch slovíček bylo nových?

R: Asi pět.

T: Hmm, super. Dobře, díky.

R: Hmm.

Appendix 7 – Modified worksheet (waste and pollution vocabulary)

1. Match the picture with the word

drinks can	recycle	bottle top	fine
plastic bottle	tonne	rubbish dump	trash



2. Discuss these questions in pairs/groups, and write notes:

- Do you recycle?
- What do you recycle?
- What products can be recycled?
- Where does the rubbish end up?
- What rubbish ends up in the ocean?
- How much rubbish ends up in the ocean?
- What do you think about recycling paper and plastic?
- What things do you reuse?
- What happens if a police officer sees you throwing trash on the street?

Source of the 'garbage' picture: https://www.freepik.com/free-vector/dirty-trash-bags-rotten-food-floor_5983914.htm#query=garbage&position=6&from_view=keyword

Appendix 8 – Spring holidays: guidelines worksheet

SPRING HOLIDAYS

Talk about how you spend your spring holidays

Use these expressions:

- Stay at home
- Go abroad
- Get up late
- Have a good meal
- Read a book
- Visit something interesting

Appendix 9 – Observation sheet 2

Activity 2 – Spring holidays	YES	NO	Commentary
Does the teacher use various techniques and strategies of presenting new words?	X		Learners were projected worksheet with guidelines; translation; synonyms, example sentences
Is the activity learner-centred and does it take into account learning style of the pupil?	X		Worksheet, gestures, teacher talk – visual, aural, reading
Does the teacher employ any accommodations for dyslexic learners?	X		Explanation of instructions, writing on board, monitoring, helping the learners
Does the teacher focus on pupils and developing their learning strategies?		X	
Does the teacher teach maximum of 8-10 new words in a lesson?	X		6 phrases; learners may already know some of them (read a book, get up late, have a good meal)
Does the teacher use example sentence(s) to illustrate the meaning of a new word?	X		go abroad – travel to Italy; have a good meal – I had a very good pizza; visit something interesting – I visited museum in Prague
Does the teacher employ the synonyms / antonyms / hyponyms?	X		Correct – repair, go abroad – travel to foreign country
Are the new words taught in context?	X		Collocations, phrasal verbs, phrases
Does the teacher focus on all the aspects of teaching new word (form, meaning, use)?	X		Written form, pronunciation (model pronunciation), use in sentence
Is listening and speaking prioritized over reading and writing?		X	Form of questions – answers, reading of the sentences
Does the teacher use any didactic aids?	X		Projector, worksheet, PC
Does the activity reflect multi-sensory approach?	X		Worksheet – visual; reading/speaking – visual/kinaesthetic, listening – aural
Does the learner know what to do exactly in the activity?	X		They work and cooperate with the teacher; when they do not understand the instructions, they ask
Other comments:			
<ul style="list-style-type: none"> Both of the learners A and B read their prepared sentences about their spring holidays 			

<ul style="list-style-type: none"> Teacher helped the learners with pronunciation, monitored the pupils A and B – asked whether they know what to do “Do you understand?” 			
Learner A			
Is there an opportunity for discussion with classmates in the lesson?		X	
Does the learner listen to a song in the lesson?		X	
Does the teacher explain new words with visual support?	X		The guidelines worksheet was projected – teacher provided synonyms and example sentences to some phrases
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner use any didactic aids/modern technologies during the lesson?	X		Notebook with the sentences
Learner B			
Does the teacher explain new words with visual support?	X		The guidelines worksheet was projected – teacher provided synonyms and example sentences to some phrases
Does the learner use any didactic aids/modern technologies during the lesson?	X		Paper with notes
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner have an opportunity to cooperate in pair work/group work?		X	It was a whole-class activity

Appendix 10 – After-activity interview 2 transcript (Learner A)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem D. H. (žák A) a proběhl 8. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- (smích) – proneseno se smíchem

T: Tak v té aktivitě o jarních prázdninách, co jsi v ní měl dělat, jak bys to popsal?

R: Mmm, jako měli sme říct, co jsme dělali o prázdninách a měli sme ty věty přečíst... A bylo to na známku jako.

T: Hmm, ale ještě jste měli na tabuli promítnutý nějaký slovíčka a fráze...

R: Noo, ty sme tam měli seřadit... Do toho textu.

T: Do toho vašeho?

R: Hmm.

T: Hmm a jak ses během té aktivity cítil?

R: Noo, docela jako trochu špatně, protože sem byl trochu nervózní, ale jinak v pohodě jako.

T: Hmm, dobře. A naučil ses nějaký nový fráze nebo slovíčka?

R: Mmm, nějaký jo, ale už si nepamatuju jaký tam byly.

T: Už si to nepamatuješ, hmm, a pochopil si tedy význam těch slov a frází co tam byly?

R: Mmm, něco jo.

T: Hmm, co ti pomohlo k tomu abys pochopil ten význam?

R: Mmm, nevím, ostatní slovíčka jako...

T: Takže třeba když je paní učitelka řekla ve větě?

R: Hmm, jo.

T: Hmm a u kolika těch slovíček si jseš jistej tím, jak se píšou a vyslovujou?

R: Mmm, to sem nějaký zvládnul.

T: Hmm, a kolik z nich si myslíš, že bys dokázal použít ve větě nebo s jiným slovem?

R: Mmm, to nevím. Nějaký jako větě... Mmm... Nějaký jo.

T: Hmm, dobře. A byla pro tebe ta aktivita snadná nebo obtížná?

R: Spíš taková snadná těžká.

T: Takže tak napůl (smích).

R: Noo napůl (smích).

T: Dobře (smích). A vyhovovala ti?

R: Mmm, jo.

T: A znal si nějaký slovíčka?

R: Mmm, nějaký jsem znal. Ale už nevím jaký tam byly.

T: Už si je nepamatuješ, dobře. A kolik nových slovíček tam pro tebe zhruba bylo?

R: Noo, tak tři.

T: Hmm, dobře, díky.

Appendix 11 – After-activity interview 2 transcript (Learner B)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem V. M. (žák B) a proběhl 8. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas

T: Tak v té aktivitě o jarních prázdninách, pochopil si, co si tam měl dělat? Jak bys to popsal?

R: Noo, měli jsme... No jako pochopil jsem to. Já sem normálně udělal osm vět, co jsem dělal o prázdninách a poradil mi s tím i brácha, takže (...)

T: Hmm. A potom vlastně paní učitelka promítla na tabuli nějaký fráze a s těma jsi měl dělat co?

R: S těma s jsme měli dělat to, že... Noo, to sem trochu moc nepochopil jako (...)

T: Jo, dobře, takže si to nepochopil.

R: Hmm.

T: A jak ses cítil během té aktivity?

R: Mmm, no jako... Jako celkem v pohodě. Jsem to přečetl (...)

T: Hmm. A přišlo ti to jednoduchý nebo složitý?

R: No nějaký slovíčka byly složitý, protože sem přesně nevěděl, ale (...)

T: Hmm, a potom tvoření těch vět s těma frázema?

R: Tvoření těch vět... No takhle, to co sem si připravil doma bylo v pohodě, ale to tvoření vět mi přišlo složitý.

T: Hmm. Pochopil si význam těch slovíček a frází co byly na tabuli?

R: Nějaký jo.

T: A co ti k tomu pomohlo, abys pochopil význam?

R: Mmm, já sem to pochopil díky tomu, že sem se na to kouknul a normálně sem si to jako vybavil.

T: Hmm, dobře. A pomohlo ti třeba, když tu frázi dala paní učitelka do věty nebo když tam dala příklady vět?

R: Noo, záleží, jak ta věta je, jako jestli je dlouhá a těžká, tak ani moc ne.

T: Aha, hmm. U kolika slovíček si jseš pak jistej tím, jak se píšou a čtou?

R: Tyjo, tak to sem si jistej, že... Nějaký slovíčka mi dělají problém, když je to moc dlouhý a složitý.

T: Hmm. A znal si už některá slovíčka?

R: Jo, znal. Znal sem asi čtyři.

T: Hmm. A kolik jich tam bylo pro tebe nových?

R: Tyjo, tak to nevím. Byly tam nějaký těžší.

T: Jakože nový?

R: Hmm, jo.

T: Hmm. A kolik těch frází bys myslíš dokázal použít ve větě?

R: Tyjo... Tak to nevím. Možná kdyby sem měl víc času na přípravu, tak bych to zvládnul, ale jinak to pro mě bylo docela těžký.

T: Aha, dobře. A myslíš, že ti ta aktivita vyhovovala?

R: No, ani moc ne... Vytvořit ty věty pro mě bylo těžký, protože sem na to měl málo času a tohle mi moc nejde.

T: Hmm, dobře. Díky.

Appendix 12 – Modified worksheet with guidelines (Spring holidays)

Group work:

1. Share the sentences with your group
2. Make list of activities which:
 - You did during the Spring holidays
 - You would like to do during the Spring holidays
 - People usually do during the Spring holidays



Appendix 13 – Additional speaking activity

Find someone who ...	Name	More information
...went abroad for Spring holidays.		
...had a good meal.		
...stayed at home.		
...got up late during Spring holidays.		
...went skiing.		
...visited something interesting.		
...watched TV.		
...read a book.		
...went on a trip.		
...played games.		

Appendix 14 – Expressions for experiences worksheet and guidelines

Present perfect: questions, ever

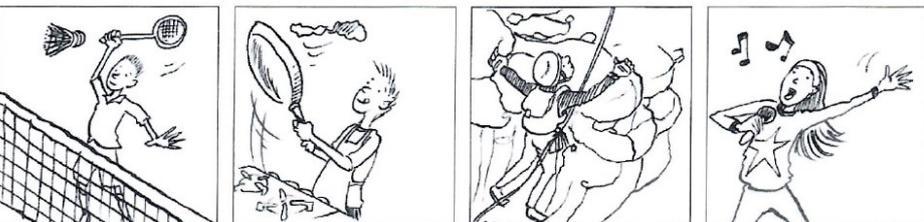
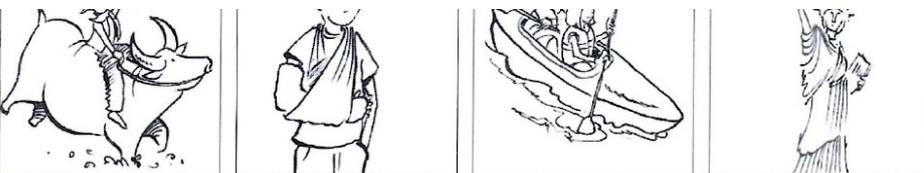
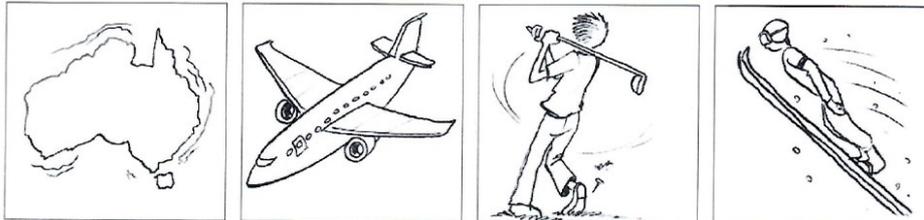
f.ex.: Have you ever been to Australia?

Be careful with the third form of the verbs!

Be on plane, play golf, do a ski-jump, sail in a boat, eat a lobster, make a cake, cook sausage on a campfire, ride a bull, break your arm, be kayaking, see the Statue of Liberty, play badminton, make pancakes, climb a mountain, sing in talent show

5 Present perfect: questions, ever

Look at the picture clues. Make questions. Then ask and answer with your partner.



Appendix 15 – Observation sheet 3

Activity 3 – Expressions for experiences	YES	NO	Commentary
Does the teacher use various techniques and strategies of presenting new words?	X		Learners were provided with worksheet and projected with guidelines; translation; synonyms, example sentences
Is the activity learner-centred and does it take into account learning style of the pupil?	X		Worksheet, gestures, teacher talk – visual, aural, reading, writing
Does the teacher employ any accommodations for dyslexic learners?	X		Explanation of instructions, writing on board, monitoring, helping the learners, gestures
Does the teacher focus on pupils and developing their learning strategies?	X		Pair work – social
Does the teacher teach maximum of 8-10 new words in a lesson?		X	16 collocations; learners may already know some of them (play golf, make pancakes, play badminton)
Does the teacher use example sentence(s) to illustrate the meaning of a new word?		X	There was only provided one example question
Does the teacher employ the synonyms / antonyms / hyponyms?	X		Correct – repair, go abroad – travel to foreign country, cook sausage, be on plane, break arm
Are the new words taught in context?	X		Collocations, phrasal verb, phrases
Does the teacher focus on all the aspects of teaching new word (form, meaning, use)?	X		Written form, pronunciation (model pronunciation), use in a question
Is listening and speaking prioritized over reading and writing?		X	Writing of questions, then learners ask them; short answers
Does the teacher use any didactic aids?	X		Projector, worksheet, PC
Does the activity reflect multi-sensory approach?	X		Worksheet – visual; reading – visual, listening – aural, speaking
Does the learner know what to do exactly in the activity?	X		They work and cooperate with the teacher; when they do not understand the instructions, they ask
Other comments: <ul style="list-style-type: none"> Learners worked in pairs Teacher monitored the pupils A and B – asked whether they understand the words “Do you understand?” 			

Learner A			
Is there an opportunity for discussion with classmates in the lesson?	X		Pair work
Does the learner listen to a song in the lesson?		X	
Does the teacher explain new words with visual support?	X		The worksheet with guidelines was projected; gestures
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner use any didactic aids/modern technologies during the lesson?	X		He used the list of irregular verbs, worksheet, pen
Learner B			
Does the teacher explain new words with visual support?	X		The worksheet with guidelines was projected, gestures
Does the learner use any didactic aids/modern technologies during the lesson?	X		He used the worksheet, pen, dictionary
Does the teacher use gestures?	X		
Does the teacher and/or learner make any mind maps?		X	
Does the learner have an opportunity to cooperate in pair work/group work?	X		Pair work

Appendix 16 - After-activity interview 3 transcript (Learner A)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem D. H. (žák A) a proběhl 9. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- Hmm – souhlas
- (smích) – proneseno se smíchem

T: Tak, jak bys popsal, to co ste tam měli dělat?

R: Mmm... Tak to nevím.

T: Vůbec nevíš, hmm.

R: Nevím.

T: Hmm. Takže přišlo ti to snadný nebo těžký?

R: Noo, takový snadný... Napůl nějak.

T: Napůl? Takže nevíš, co si tam měl dělat, ale nepřišlo ti to těžký (smích)?

R: Hmm (smích).

T: Hmm, dobře. Protože ti pomáhal Honza, když ste byli ve dvojicích?

R: Hmm, jo.

T: Honza ti pomáhal, hmm. Tak a co ses naučil z týchle aktivity?

R: Nějaký slovíčka.

T: Hmm a dokázal bys nějaký ty slovíčka napsat?

R: Mmm, jo... Nějaký jo.

T: Hmm, protože nějaký ste tam psali?

R: Jo.

T: A u kolika z nich si jseš jistej tím jak se čtou?

R: Mmm... Tak asi u poloviny.

T: Dobře... A pochopil si význam těch slovíček co tam byly?

R: Mmm, jo.

T: A co myslíš, že ti k tomu pomohlo?

R: Mmm, nejspíš asi ty obrázky... A taky, že sme to dělali s Honzou.

T: Hmm. A jak ses během tý aktivity cítil?

R: Docela jako... V pohodě.

T: Hmm, dobře a některý slovíčka si znal?

R: Hmm, tak... Patnáct asi nějako.

T: Hmm, jo. A kolik myslíš, že bys jich uměl použít ve větě nebo s jiným slovem?

R: Noo, to nevím.

T: Hmm. Dobře. A poslední otázka – vyhovovala ti ta aktivita?

R: Mmm, jo docela jo.

T: Hmm a proč?

R: Noo, že sme byli ve dvojicích.

T: Hmm, dobře. Tak to bude vše.

Appendix 17 - After-activity interview 3 transcript (Learner B)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem V. M. (žák B) a proběhl 9. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas

T: Tak pochopil si, co ste tam měli dělat v té aktivitě? Jak bys to popsal?

R: Noo, měli sme vytvořit otázku s tím ‚have you ever‘ a k tomu přidat nějaký slovíčka, co byli na tabuli.

T: Hmm. Jak ses během té aktivity cítil?

R: Noo, jako celkem dobře.

T: Hmm, takže ti ta aktivita vyhovovala?

R: Noo, ale tak celkem jako jo.

T: Hmm, super. A byla ta aktivita pro tebe snadná nebo obtížná?

R: Noo, tak trochu snadný. Protože já už sem jako pochopil, jak by to mělo bejt, tak to bylo snadný.

T: Hmm, takže jak tam byl ten vzorec, kterej se jakoby opakoval?

R: Hmm a když sem potřeboval něco vyhledat, tak sem si vzal slovník nebo poradil.

T: Hmm a tys byl s Bárrou, žejo?

R: Hmm, ta mi pomáhala.

T: Hmm, ta ti pomáhala. Dobře, super. A to ti vyhovovalo?

R: Hmm.

T: Jo, super. Takže to ti přišlo fajn. A co ses naučil?

R: Noo... Nějaký slovíčka.

T: Hmm. A pochopil si jejich význam?

R: Jo.

T: Hmm, super. A co ti k tomu pomohlo? Já sem viděla, že si měl slovník, kolik slovíček sis vyhledával?

R: Asi jenom dvě a kdyžtak jsem se poradil u Bány.

T: Hmm, super, takže Bára ti poradila. A znal si některý slovíčka?

R: Jo, znal sem asi čtyři.

T: Hmm, čtyři si znal.

R: Znal sem loď, letadlo, golf a ještě Austrálie.

T: Hmm a ještě kolik jich tam pro tebe bylo nových? Zhruba, odhadem.

R: Noo, úplně teď... Noo byly tam nějaký těžší (...)

T: Jako že nový?

R: No, nový.

T: Hmm a u kolika z těch nových si jseš jistej tím, jak se píšou a čtou?

R: Noo... Asi tak u tří.

T: Hmm, jo. A dokázal bys je pak použít ve větě nebo s jiným slovem?

R: Jo, to asi jo, možná...

T: Hmm, dobře. Tak jo, díky.

Appendix 18 – Expressions for experiences: activity previews

This screenshot shows the 'Type what you hear' activity in Quizlet. The interface includes a navigation bar with 'Home', 'Explanations', 'Your library', and 'Create'. A 'Free trial' badge and a search bar are also visible. On the left, there is a 'Back' button, a 'Spell' icon, and progress indicators for 'PROGRESS 0%' and 'THIS ROUND 0/7'. The main area features a large text input field with the prompt 'Type what you hear' and a speaker icon. Below the input field, there is a button that says 'Click here to start audio autoplay'. A video player shows a group of people gathered around a campfire at night. At the bottom left, there is a shield icon and an 'Options' button.

This screenshot displays the 'Match' activity in Quizlet. The navigation bar is consistent with the previous screenshot. On the left, there is a 'Back' button, a 'Match' icon, and a 'TIME 5.4' indicator. The main area is a dark blue background with several image cards and text labels. The image cards include a plate of food, a person kayaking, a sailboat, a person with a broken arm, and a person eating a lobster. The text labels are 'ride a bull', 'make a cake', 'break your arm', 'be kayaking', 'eat a lobster', and 'sail in a boat'. At the bottom left, there is a shield icon.

This screenshot shows the 'Gravity' activity in Quizlet. The navigation bar is consistent. On the left, there is a 'Back' button, a 'Gravity' icon, and a 'SCORE 0' and 'LEVEL 1' indicator. The main area features a space-themed background with a large, multi-faceted blue object in the center. Inside this object are three images: a sailboat, a person hiking, and a person with a broken arm. A text input field at the bottom center says 'Type your answer in English'. At the bottom left, there are 'Pause' and 'Restart' buttons. At the top right, there is a 'PRESS ESC TO SKIP' button. At the bottom left, there is a shield icon.

<https://quizlet.com/679520687/expressions-for-experiences-flash-cards/>

Appendix 19 – Working with verbs (flashcards and worksheet)

to be	být
to do	dělat
to have	mít
to get	dostat, získat
to give	dát, věnovat
to learn	učit se
to read	číst
to run	běhat
to swim	plavat
to take	vzít, brát
to write	psát

16th, March

Tasks for today's activity – working with vocabulary (verbs – slovesa)

Group work

1. You have pieces of cut verbs. Match the verbs in English with the verbs in Czech. Cooperate.
2. Choose TWO of the verbs. Then try to make questions using these verbs. You can use present, past, or future tense. Cooperate.

Write the questions into your notebook. Give the questions each other. Write down your partner's answers.

f.ex.: *the verb – to be*

- | | |
|----------------------------------------------------------------|-----------------|
| Are you happy today? Yes, I am. / No, I am not. | PRESENT |
| Were you at home yesterday? Yes, I was. / No, I wasn't. | PAST |
| Have you been to London? Yes, I have. / No, I haven't. | PRESENT PERFECT |
| Will you be at school tomorrow? Yes, I will. / No, I will not. | FUTURE |

f.ex.: *the verb – to read*

- | | |
|----------------------------------------------------------------------------|-----------------|
| Do you like reading books? Yes, I do. / No, I don't. | PRESENT |
| Were you reading the book during last year? Yes, I was. / No, I wasn't. | PAST |
| Have you finished the book for Czech lesson? Yes, I have. / No, I haven't. | PRESENT PERFECT |
| Will you read a book in summer? Yes, I will. / No, I won't. | FUTURE |

Appendix 20 – Observation sheet 4

Activity 4 – working with the verbs	YES	NO	Commentary
Does the teacher use various techniques and strategies of presenting new words?	X		Learners were provided with worksheet; hangman ('verbs'); translation
Is the activity learner-centred and does it take into account learning style of the pupil?	X		Worksheet, gestures, teacher talk – visual, aural, reading, writing
Does the teacher employ any accommodations for dyslexic learners?	X		Explanation and translation of instructions, writing on board, monitoring, helping the learners, gestures
Does the teacher focus on pupils and developing their learning strategies?	X		Group work – social
Does the teacher teach maximum of 8-10 new words in a lesson?	X		11 verbs; learners may already know some of them (play, run, have, etc.)
Does the teacher use example sentence(s) to illustrate the meaning of a new word?	X		Example questions were provided in the worksheet
Does the teacher employ the synonyms / antonyms / hyponyms?		X	
Are the new words taught in context?	X		Learners create questions using the verbs given
Does the teacher focus on all the aspects of teaching new word (form, meaning, use)?	X		Written form, meaning, pronunciation (model pronunciation), use in a question
Is listening and speaking prioritized over reading and writing?		X	Writing of questions, then learners ask them; short answers, reading + matching
Does the teacher use any didactic aids?	X		Worksheet with instructions, whiteboard, flashcards with verbs
Does the activity reflect multi-sensory approach?	X		Worksheet – visual; reading – visual, listening – aural, speaking, matching flashcards – kinaesthetic
Does the learner know what to do exactly in the activity?	X		They cooperate with classmates; they ask the teacher when they do not understand something
Other comments: <ul style="list-style-type: none"> Learners worked in groups (the groups were randomly created) Teacher monitored the pupils A and B – asked whether they understand the words “Do you know what to do?” Explanation and translation of the instructions to both the tasks 			

Learner A			
Is there an opportunity for discussion with classmates in the lesson?	X		Group work (Questions and short answers ‘Will you swim? – Yes, I will.’)
Does the learner listen to a song in the lesson?		X	
Does the teacher explain new words with visual support?	X		Whiteboard, gestures, worksheet, flashcards
Does the teacher use gestures?	X		‘2 nd task’ – using the fingers
Does the teacher and/or learner make any mind maps?		X	
Does the learner use any didactic aids/modern technologies during the lesson?	X		Worksheet, flashcards, pen, notebook
Learner B			
Does the teacher explain new words with visual support?	X		Whiteboard, worksheet, flashcards, gestures
Does the learner use any didactic aids/modern technologies during the lesson?	X		Worksheet, flashcards, pen, notebook
Does the teacher use gestures?	X		‘2 nd task’ – using the fingers
Does the teacher and/or learner make any mind maps?		X	
Does the learner have an opportunity to cooperate in pair work/group work?	X		Group work

Appendix 21 – After-activity interview 4 transcript (Learner A)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem D. H. (žák A) a proběhl 16. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

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- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- Ehmm – nesouhlas

T: Tak mmm... Pochopil si co si měl v týhle aktivitě dělat?

R: Noo, jo trochu jo.

T: Hmm, v obou cvičeních?

R: Hmm.

T: Hmm, dobře. A jak bys teda popsal co ste tam měli dělat?

R: No ve skupině sme se měli ptát na otázky.

T: Hmm a v tý první?

R: Mmm, tam sem si měl jako... Seřadit slovíčka a... Jako jak sou... Jak se... Nebo jak se menujou prostě jako (...)

T: Jak se přeložej?

R: Přeložej.

T: Přeložej, hmm... Ty slovíčka v angličtině. Hmm a jak ses cítil během tý aktivity? Bylo to pro tebe v pohodě?

R: Jo celkem jo.

T: A bavilo tě to?

R: Jo bavilo.

T: Jo? Dobře... A naučil ses nějaký nový slovíčka?

R: Mmm... Ehmm, ani ne, mě tydlety příjdou jako... Už to to... Okoukaný.

T: Takže už je znášty slovesa?

R: Hmm.

T: Hmm a v tý druhý aktivitě nebyly třeba žádný nový?

R: Ehmm, ne ne.

T: Dobře, hmm. Fajn, potom u kolika z těchhle sloves si jseš jistej tím, jak se píšou?

R: Mmm... Jo jsem si jistej jak se píšou jo, trochu...

T: U všech?

R: Hmm, jo.

T: Hmm, dobře, takže žádný by ti nedělalo problém napsat?

R: Hmm.

T: Dobře a co výslovnost? Jak se vyslovujou? Dělalo by ti nějaký problém?

R: Mmm... Ani ne.

T: Hmm. A potom... Věděl bys... Nebo... Jak moc si jseš jitej tím, že bys je dokázal použít ve větě nebo s dalšíma slovama?

R: Mmm... Jak jako ve větě? Nebo...

T: Třeba že bys řekl ‚I will give you a present.‘

R: Joo to jo, to bych zvládnul.

T: To bys zvládnul, hmm dobře. A vyhovovala ti ta aktivita?

R: Jo vyhovovala.

T: A... Dobře, takže ti vyhovovala, bavila tě a žádný nový slovíčka tam nebyly, hmm.

R: Hmm jo.

T: Dobře, tak jo, tak to je vše.

Appendix 22 – After-activity interview 4 transcript (Learner B)

Rozhovor byl veden hned po aktivitě v českém jazyce s žákem V. M. (žák B) a proběhl 16. března 2022, po observaci v prázdné učebně. Žák souhlasil s nahráním rozhovoru, zpracováním dat a následným zveřejněním v této diplomové práci.

Znaky použité v transkripci:

- T: tazatel
- R: respondent
- Noo/Mmm – váhání, přemýšlení nad odpovědí
- ... Krátká pauza
- (...) Nedokončená věta
- Hmm – souhlas
- Ehmm – nesouhlas
- (smích) – proneseno se smíchem

T: Tak jo... Pochopil si zadání týchle aktivity? Věděl si co ste měli dělat?

R: Mmm, tak napůl. Měli sme dělat to, že mmm... Sme měli spojit ty slovesa (...)

T: Hmm a s čím?

R: No jako s českým.

T: Hmm český a anglický, hmm. A v tý druhý?

R: Mmm tam sme zase měli... Mmm, otázky jako vytvořit.

T: Hmm a jaký otázky vytvořit?

R: Noo z těch sloves.

T: Hmm, jo, přesně tak, s těma slovesama. Super, takže si to pochopil?

R: Noo tak trochu.

T: Jo jo a co ti k tomu pomohlo abys to pochopil?

R: Mmm mě k tomu pomohlo, že sem se kouknul na tohle (ukázal na pracovní list a příkladové věty) a (...)

T: A ty příklady těch otázek?

R: Noo ty příklady a pak už sem jako věděl, tak jak by to mělo bejt.

T: A třeba že ste to dělali ve skupině?

R: Hmm.

T: Hmm taky? Jo... A jak ses během tý aktivity teda cítil?

R: Noo docela v pohodě.

T: Jo? Hmm. Tak... A naučil ses něco novýho? Nějaký nový slovíčka?

R: Mmm... Třeba to ‚future.‘

T: ‚Future?‘ Hmm. Jo takže to ses naučil.

R: Hmm, budoucnost.

T: Hmm, super. A z těch sloves? Bylo tam pro tebe nějaký nový?

R: Ehmm, ne.

T: Hmm, nebylo. Takže a u toho ‚future‘ si pochopil význam... A co ti k tomu pomohlo?

R: Mmm, mě k tomu pomohlo to, že... No já už jsem na to častěji narážel... No já chodím i na kroužek angličtiny, takže (...)

T: Jo takhle, takže máš ještě něco navíc, dobře. Potom... U kolika z těch sloves jseš si jistej tím, jak se píšou?

R: No... Jak jako... Nechápu.

T: Jak moc si jseš jistej tím, jak se píšou? Teď kdybych je schovala, uměl by si je napsat?

R: Joo... Tak trochu, noo.

T: A když se koukneš, mohl bys mi říct, který by ti třeba dělali problém napsat? Který se ti třeba pletou?

R: Mmm... ‚to run‘ třeba.

T: To se ti plete?

R: Mmm, místo ,u‘ napíšu ,a.‘

T: Jo, hmm. Takže píšeš podle výslovnosti.

R: Hmm.

T: A ještě nějaký?

R: Mmm... To ani... To už ani ne, ehmm.

T: Jo, ostatní ti už nedělaj problém. Dobře a věděl bys u všech jak se vyslovujou?

R: Jako jak je mám říct, když je vidím?

T: Ano, hmm.

R: Jo.

T: Hmm a dokázal bys je použít ve větě ty slovesa?

R: Mmm, jo, ale to bych musel vědět, jak by to jako mělo bejt.

T: Hmm... A byla pro tebe ta aktivita snadná nebo obtížná?

R: Mmm tak napůl.

T: Napůl a čím, že to, že napůl?

R: Mmm tím, že sem tak trochu nevěděl, protože na začátku, tak sem vůbec nevěděl, co tam, co to... Ale pak už sem jako zjistil (...)

T: Jo, jak ste to měli ve skupině, tak ste to probrali.

R: Hmm jo.

T: Hmm, dobře. A vyhovovala ti?

R: Jo, docela jo.

T: A bavilo tě to?

R: Noo... Ale jo... Tak trochu jo (smích).

T: Trochu jo (smích). Dobře. Tak jo.

Appendix 23 – Instructions and model story for the role-play pantomime

Working with verbs

1st task:

- Match the verbs in English to the Czech verbs

2nd task:

- Choose 4 verbs from the cards (e.g., to have, to do, to take, to read)
- Think of 4 verbs that are not in the cards
- Create a story using the 8 chosen verbs
- Mime the story
- Your classmates/other groups guess the verbs

Model story:

I got up in the morning. I brushed my teeth and then I had breakfast. Then, I went to my bedroom. I did my homework and after that I took the book and I started to read.

Appendix 24 – Visual representation of the met criteria

Criterion	Waste and pollution	Spring holidays	Expressions for experiences	Working with verbs
1) Eclecticism, learning styles	Multi-sensory, learner-centred approach V A R	Multi-sensory, learner-centred, communicative approach V A R K	Multi-sensory, learner-centred, communicative approach, cooperative learning V A R	Cooperative learning, multi-sensory, learner-centred approach V A R K
2) Learning strategies	Cognitive, meta-cognitive	None	Social	Social
3) Receptive / productive knowledge of vocabulary, development in context	Receptive and productive Collocations	Receptive and productive Sentences	Receptive and productive Questions	Receptive and productive Questions
4) Development of all aspects of a word (meaning, form, use)	Meaning – explained, translated Form – written, spoken Use – sentences	Meaning (explained, translated) Form (written, spoken) Use – sentences	Meaning – explained, translated Form – written, spoken Use – questions	Meaning – explained, translated Form – written, spoken Use – questions
5) 8-10 new words	11 words and 8 collocations	6 phrases	16 collocations / phrases	11 verbs (learner may have known some)
6) Prioritize listening and speaking	Reading and writing prioritised	Listening, reading, and speaking prioritised	Reading and writing prioritised	Reading and writing prioritised
7) Didactic aids, pantomime / gestures, rhythm, songs with movement	Projector, whiteboard, worksheet, computer, gestures	Projector, whiteboard, worksheet, computer, gestures	Projector, whiteboard, worksheet, computer, gestures	Whiteboard, worksheet, flashcards, gestures
8) Sans serif font, size 12pt or larger	Calibri sans serif font, 12pt size	Calibri sans serif font, 12pt size	Calibri sans serif font, 12pt/14pt size	Calibri sans serif font, 36pt/12pt size
9) Multiple exposures	‘Rubbish’ and ‘mountain climbers’ appeared twice	Phrases repeated several times	8 phrases / collocations repeated twice	Multiple exposures
10) Making sure the pupils understand	Teacher made sure that learners know what to do	Teacher made sure that learners know what to do	Teacher made sure that learners know	Teacher made sure that learners know what to do,

Providing enough time	Not enough time	Enough time	what to do, monitoring Enough time	translated instructions Enough time
-----------------------	-----------------	-------------	---------------------------------------	----------------------------------------

Criterion	Waste and pollution	Spring holidays	Expressions for experiences	Working with verbs
1) Eclecticism and learning styles	✓	✓	✓	✓
2) Learning strategies	✓	X	✓	✓
3) Receptive and productive knowledge of vocabulary, development in context	✓	✓	✓	✓
4) Development of all aspects of a word (meaning, form, use)	✓	✓	✓	✓
5) 8-10 new words in a lesson	X	✓	X	✓
6) Prioritize listening and speaking	X	✓	X	X
7) Didactic aids, pantomime/gestures, rhythm, songs with movement	✓ X	✓ X	✓ X	✓ X
8) Sans serif font, size 12pt or larger	✓	✓	✓	✓
9) Multiple exposures	X	✓	X	✓
10) Making sure the pupils understand Providing enough time	✓ X	✓ ✓	✓ ✓	✓ ✓